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ABSTRACT

This is the first of four volumes reporting phase 2 of a two-phase project to examine the competency-based vocational teacher education movement and analyze the current state of the art (phase 1), and to assess the implications for preservice, inservice, and leadership level professional development programs in career and occupational education in Massachusetts (phase 2). Focus in this volume is on the validation of the vocational education competencies developed in phase 1 (see ED 137 570). Research design and methodology are described for the study in which specific validity and applicability of the 550 competencies for Massachusetts were assessed by fifty-three teacher, manager, and administrator participants using the Delphi method (a consensus model). Findings and recommendations for the project are presented. Tables and appendixes (more than half of the total contents) include results of participants' voting on all competencies, the validated lists of teacher, middle manager, and administrator competencies, the criterion table for consensus, list of participants, and sample of instrument and definitions of functional groupings. (TA)

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VALIDATION OF THE COMPETENCIES NEEDED BY VOCATIONAL EDUCATION TEACHERS, MIDDLE MANAGERS, AND ADMINISTRATORS

VOLUME I
Phase II

PROFESSIONAL DEVELOPMENT STUDY FOR MASSACHUSETTS

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PREFACE

This series of reports completes Phase II of a two phase project undertaken by the Department of Business and Career Education, School of Education, Boston University pursuant to a contract with the Office of Professional Development, Division of Occupational Education, Massachusetts Department of Education. This project was funded through Federal Law 90-576, as amended by P.L. 92-318. The duration of the Phase II contract was January 1, 1977 through September 30, 1977.

The first phase of this project was conducted from March, 1976 through September, 1976. The purpose of Phase I was to conduct a "state of the art" research study of competency-based teacher education for vocational education at the teaching, middle management, and administrative levels. Also included were the competencies needed by educational personnel at various levels to implement career education in comprehensive school systems. The final report of that phase was published in January, 1977, and is entitled: Analysis and Synthesis of Competencies Needed by Vocational and Career Educators: Phase I of a Professional Development Study for Massachusetts. This report contains detailed competency statements for all personnel described.

The second phase of this project was conducted with three major objectives, stated as follows.

1. To conduct a content validation of the competencies developed in Phase I of the project. Through the use of a consensus model, the specific validity and applicability of these competencies for Massachusetts was assessed.

2. To conduct a state-wide needs assessment for occupational education personnel in Massachusetts. This was accomplished through a survey sent to

personnel in both comprehensive and regional vocational-technical schools. The survey sought to identify both areas of personnel need (manpower need projections) and the types of professional development most desired.

3. To conduct a national survey of the certification requirements and professional development activities for vocational education within State Departments of Education throughout the United States.

The activities and goals established for Phase II of this project have now been completed. Since they are quite varied, and their results will be used by different groups, they have been published as four separate reports. The titles of these reports are as follows.

1. Validation of the Competencies Needed by Vocational Education Teachers, Middle Managers, and Administrators. Phase II of a Professional Development Study for Massachusetts, Volume I.

2. Validation of the Competencies Needed by School Personnel to Implement Career Education. Phase II of a Professional Development Study for Massachusetts, Volume II.

3. An Analysis of National Certification Requirements and Professional Development Standards for Vocational Education Personnel. Phase II of a Professional Development Study for Massachusetts, Volume III.

4. An Analysis of Current and Projected Personnel and Professional Development Needs in Occupational Education in Massachusetts Public Schools. Phase II of a Professional Development Study for Massachusetts, Volume IV.

The researchers extend appreciation and acknowledgement to a number of individuals and agencies for their efforts on behalf of this project. The Office of Professional Development, Division of Occupational Education, Massachusetts State Department of Education is recognized for its cooperation in achieving the goals of this study. The Office of the Dean, School of Education,

Boston University, and the Department of Business and Career Education are acknowledged for their support in completing the tasks related to this project. Special appreciation is owed to Associate Deans Paul B. Warren and Barry Weiss.

The many educators both within Massachusetts and throughout the United States who willingly gave of their time and participated in some phase of this project are owed a debt of gratitude. These include occupational and vocational educators within Massachusetts; career educators throughout the United States; and professional development personnel in the Vocational Education Divisions of State Departments of Education throughout the country.

A number of individuals provided key consulting roles in the accomplishments of the tasks related to this project. These individuals include Dr. David E. Kapel, Dr. David C. Gardner, Dr. Guy Tardanico, Mr. James C. Carifio, Mr. Robert White, and Mrs. Joyce Malyn-Smith. The authors acknowledge their significant contributions to this effort.

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PHASE II: THE VALIDATION OF VOCATIONAL EDUCATION COMPETENCIES

I. BACKGROUND

In March, 1976, the Division of Occupational Education, Massachusetts State Department of Education, contracted with the Department of Business and Career Education at Boston University to conduct a series of studies related to professional development for vocational and career education.

The project had several purposes. The primary goal of this study was to examine the competency-based vocational teacher education movement and analyze the current "state of the art." The second goal was to assess the implications for pre-service, in-service, and leadership level professional development programs in career and occupational education in Massachusetts.

Accordingly, the project was conducted in two separate Phases to accomplish these goals. Phase I was designed to analyze current literature and establish a procedure for synthesizing this research into a single source document of the competencies needed by various levels of vocational and career education personnel. The product of this phase included a synthesized listing of these competencies identified by personnel level. These lists are presented in the Phase I Report of January, 1977 (Resnick and Carmody, 1977). Phase II included validation procedures of the synthesized competency lists developed in Phase I, with a subsequently revised list. Also included in Phase II were the results of a national survey which assessed current certification requirements for vocational education personnel throughout the United States, as well as a state-wide occupational personnel needs assessment.

Results of the literature search conducted in Phase I indicated that research conducted throughout the United States over the past ten years has yielded extensive analysis of the tasks and skills required of vocational educators. Some information exists as well for career education, although at a less sophisticated level due to the recency of this movement. The authors of this project, therefore, chose to analyze and synthesize prior and existing data bases and research, and to validate the synthesized competency listings developed for the Commonwealth of Massachusetts.

Relevant studies of competency-based vocational teacher education were located through the following sources:

A. An ERIC search, including ARM and AIM.

B. A review of professional publications, documents, and journals in which competency-based teacher education for vocational education was discussed.

C. The EPDA Eastern Conference held in Kentucky in April, 1976. The primary focus of this conference was on competency-based vocational education at the secondary and teacher education levels.

D. Personal requests for information to individuals known to be conducting related studies. These individuals were identified through the literature and through the Kentucky conference.

E. Data from the Massachusetts Office of Professional Development and teacher education institutions in Massachusetts.

The criteria used for including a study competency, or competency list in this research were:

A. The competencies were directed toward vocational, occupational, or career education personnel.

B. The competencies were behaviorally-oriented or performance-based.

C. The competencies cited professional (pedagogical) tasks.

To analyze the similarities and differences among the competencies after they were selected and identified, each study was first assigned to either of two categories: vocational/occupational education, or new and related areas (including career education). If assigned to vocational education, the competencies were further classified by level of educational personnel: teachers, middle managers (department chairperson, curriculum supervisor, coordinator, etc.), or administrators (superintendent, principal, vocational education director, etc.). The career education competencies were developed and validated using a different strategy, as described in Volume II of the Phase II final report. The remainder of this volume, therefore, pertains only to the validation procedures for the three levels of vocational education personnel.

After the competencies were assigned to a category (vocational or career) and a personnel level within that category (teacher, manager, administrator), they were grouped according to their function or purpose. Functional groupings were based on existing categories in the separate studies; operational definitions were developed for each category to assist in this assignment process.

After placing all competencies into the common categories established, it became apparent that most of the original lists contained many similar competence statements, with some unique elements. Each functional group of competencies for each personnel level was then analyzed across all studies, areas of overlap eliminated, and one synthesized list, representing a consensus of the research was compiled. Competencies within each grouping were then sequenced according to their developmental flow and relative importance to the category as a whole. This ordering process allows the reader to more clearly review program needs than would be possible with a randomly listed statement of competencies.

The purpose of this synthesized list was to provide a single document expressing the current state of the art of competency-based teacher education for vocational and career education. The fact that the previous studies evidence such similarities and overlap in the identification of competencies serves as a basic content validation regarding the appropriateness, adequacy, scope, and sequence of the various synthesized lists.

However, a further content validation of the listings was necessary to determine their suitability for vocational education personnel in Massachusetts. Accordingly, procedures were designed to validate the importance of each competency statement for each of the three personnel levels (teacher, middle management, administration). Each of these levels were represented by a corresponding group of educators identified as expert practitioners at their level in vocational education across the Commonwealth, and each was asked to judge both the importance of each competency and the appropriateness of the categorical assignment for that competency.

II. RESEARCH DESIGN

Content validity refers to the extent to which the individual statements reflect the academic discipline or behavior under study, and is considered through a process of logical analysis. Content validity involves a systematic investigation of the items to determine whether or not they are representative of the behavioral dimensions under study. Over- and under-representation of specific topics, as well as over-generalizations must be identified and corrected. The determination of content validity usually involves detailed analyses of content, objectives, representativeness of a universe of items, and opinions of experts in the area.

The project researchers determined that content validation of the vocational education competency lists should address the following points:

A. Do the lists represent what they claim to represent, i.e., are these truly the skills required by vocational educators?

B. Are the lists comprehensive, i.e., are all the skills required of vocational educators included?

C. Are the lists balanced, i.e., are the competencies listed in a ratio commensurate with the skills to be performed?

D. Are any areas of competence over-represented or under-represented?

E. Are the competencies grouped according to the correct personnel levels, i.e., are competencies truly performed by the teacher/manager/administrator as claimed, or more commonly performed at another personnel level?

F. Are the competencies contained in the listings truly important skills for a teacher/manager/administrator to possess?

G. Is each competency placed in the most appropriate functional grouping, and if not, which category would be more appropriate placement?

These, then, were the questions to be answered. After this determination was made, the next set of considerations revolved around the establishment of a research design that would answer these questions both accurately and efficiently. The researchers faced certain logistical limitations and problems: the amount of data to be validated was large (a total of approximately 550 statements) while the amount of time, manpower, and funds was small. Budget allocations for additional manpower, consultants, and travel were negligible. Therefore, a validation procedure was needed which could be managed largely by the two researchers, which could be performed in a reasonable amount of time at modest cost, and which would not violate the standards for quality research. Because of these constraints, it was decided that a consensus model using expert practitioners within Massachusetts would provide the most feasible and acceptable process.

A consensus model, in its simplest form, is a model which applies consistent rules to determine when agreement has been reached. The standard for agreement is arbitrary and used in a similar fashion for each decision. The model generally entails the use of experts related to the topic under study. Thus, when a pre-determined proportion of the experts come to agreement regarding a particular issue, consensus is said to have been reached. Applied to this study, each group of expert practitioners for a particular level (teacher, middle management, administration) served as a jury to review each competency for that level. When a pre-determined number of jury members came to agreement regarding the importance and categorization of each statement, consensus was said to have been reached.

The Delphi Method was chosen as the desired technique to use in seeking consensus. This technique has a number of advantages which made it particularly suitable for this study. It provides a means for obtaining group consensus on the questions asked, and allows for the obtainment of feedback from the group. Since each competency statement was subject to interpretation and its relevance for an individual could be a function of environmental conditions, empirically validated assessment of the worth of each statement were not possible. Professional judgement, therefore, was crucial to this process. Each participant was requested to respond affirmatively or negatively concerning the importance of each competency, and if important, to the suitability of each categorical assignment. Individual and group feedback was essential when a new categorical assignment was sought. It was deemed desirable also to obtain individual and group contributions and suggestions for additions to and revisions of the competency listings. It was possible to meet all these needs through use of the Delphi Method.

The Delphi concept was developed in the 1950's in the field of defense research, for projects dependent on the use of expert opinion. The subject of one of the first studies was the application of "expert opinion to the selection, from the point of view of a Soviet strategic planner, of an optimal U.S. Industrial target system and to the estimation of the number of A-bombs required to reduce the munitions output by a prescribed amount." (Linstone and Turoff, 1975.)

Early uses of the Delphi centered around forecasting projects. T.J. Gordon and Olaf Helmer published the "Report on a Long-Range Forecasting Study" as a Rand paper in 1964 (p. 10, Linstone and Turoff, 1975), which was aimed at the assessment of long-range (ten to fifty years) trends, with special emphases on science and technology, and their probable effects on society and the world. The purposes of the study were two-fold: to explore the methodological aspects of the technique, and to obtain substantive results. Six topics were included: scientific breakthroughs; population control; automation; space progress; war prevention; and weapon systems. Participants were asked to suggest possible future developments, and then the group was to estimate the year by which there would be a 50 percent chance of the development occurring.

The rapid expansion of aerospace and electronics development led to a heightened need for forecasting by defense and industrial planners in the allocation of research and development resources. Previous trend evaluation models were found to be inadequate, due in part to insufficient incorporation of subjective information. For these reasons the Delphi method has now become a basic tool for technological forecasting in many corporations. From these beginnings, a foundation was formed for further experimentation in the 1960's with the Delphi in non-defense areas.

Planners and researchers have now moved beyond the use of Delphi only as a forecasting instrument, and now recognize its value as a communication vehicle for resolving policy questions. A policy question is considered one which involves vital aspects of an organization, and one whose resolution must take into consideration the conflicting goals and values held by various interest groups, as well as the facts and staff analyses. The Delphi functions to organize and clarify views in an anonymous way, facilitating and complementing committee deliberations and decision-making. As described in the literature, each competency statement in the study would be included as a separate policy statement.

In a policy issue, objective research can supply only a factual basis for advocacy; an expert becomes an advocate for effectiveness and must compete with the advocates for concerned interest groups within the organization involved with the issue. Use of the Delphi in policy issues required that an informed group present all the options and supporting evidence for the consideration of the decision-maker. (The project researchers served as the informed group in this study.) It is an organized method for correlating views and information pertaining to a specific policy area and for allowing the participants representing these views and information the opportunity to react to and assess differing viewpoints.

Two very different phenomena may be observed to take place during a Delphi procedure. In one case, an exercise may begin with agreement on a topic and end in disagreement, and in the other the initial disagreement ends in agreement. An educational process apparently takes place when respondents realize, as a result of the procedures, that an issue is not as simple or as clear-cut as they had thought.

Linstone and Turoff (1975) describe a number of Delphi studies to illustrate its various applications. For example, a Delphi conducted in 1970 by the Office of Emergency Preparedness and the Rand Corporation concerned the subject of civil defense policy. Respondents were asked to choose sides by circling "could/could not," "should/should not," choices in the wording of the items. They were also asked to develop the strongest possible arguments on the various sides of a given issue. Policy actions were then evaluated on scales of desirability and feasibility, while supportive arguments were evaluated on importance or validity. This was one of the first attempts to incorporate a structured debating-type format into the Delphi, which appears to be useful in the exploration of policy issues.

For the purposes of the present research, certain aspects of the study posed problems in the application of Delphi procedures. One of these was the quantity of data to be validated. Each of the three competency lists to be considered contained approximately two hundred items, and each list required a separate participant group of experts. In addition, each individual competency required responses to two questions (importance and categorical assignment) and up to three rounds of responses were to be allotted in each consensus attempt. If each of the three groups of experts consisted of 30 to 50 individuals, up to 180,000 individual pieces of information might be anticipated.

It was apparent that some modification of the Delphi would need to be made so that compilation of the data could be handled within the allowable time frame and financial resources.

Therefore, several adaptations were designed and implemented in the administration of the validation procedures, while still maintaining the concept and basic premises of the Delphi method. For the administrator and teacher competency list validation, each list was divided into two sub-lists, one containing the odd and the other containing the even numbered competencies. The group of experts was also divided randomly into two sections, each receiving either the odd or even list. Procedures with both groups were conducted simultaneously, with each of the researchers directing one of the groups in different rooms. By using this division, each group had only approximately 100 competencies to consider, and the procedure was concluded in less than four hours. It was essential to finish the process in one session for several reasons: 1) the group of participants could be held at a constant number; 2) continuity, group interest, and group dynamics could be maintained; and 3) the process as a whole could be conducted in a more efficient manner.

The other major modification of the process focused around the administration of the three rounds, or trials, in rapid succession, using an overhead projector to display the group results between rounds. This process allowed for a significant reduction of time and simplification of the procedure. Other modifications of the general Delphi procedure are described in subsequent sections of this report.

With the procedure established, it then became necessary to determine the proportion of respondents required to be in agreement for consensus to be achieved. A fixed number could not be used across groups, since the sizes of the groups varied. Nor was a fixed percentage arbitrarily established considered to be justifiable.

In reviewing the problem, it was evident that the experts were continuously asked to make one choice from two possible responses: the given competency was or was not important; was or was not in the correct category. Thus, decisions by the experts made in a purposeful (non-chance) manner would adhere to rules of binomial probability. For each item, the question was asked: what is the chance, or relative frequency, that a certain number of individuals will make a particular decision solely by chance? On this basis, a table was computed in which the chance selection of a particular choice (yes or no) at the .05 level was considered to be strong consensus; and the .1 level was established as weaker consensus. Thus, for a given number of respondents, strong consensus was attributed to a competency statement when the likelihood of that number of individuals making that determination by chance would occur five times per hundred. The .05 level was chosen since it is the predominant level of significance used in education. It should be remembered, however, that this table (Appendix A) was developed for a one of two choices situation and would need to be modified for use in other situations.

The table showing the numbers constituting strong and weak consensus for various sizes of participant groups appears in Appendix A. There were a number of possible outcomes for each round of voting on a competency. For the question of importance, the five possible outcomes were: strong positive or weak positive consensus (that the competency was important); strong negative or weak negative consensus (that the competency was not important); and no consensus. If the results indicated that the competency was not important, no voting on the categorical placement was recorded, and the competency was discarded.

If the results of the voting revealed that the competency was determined to be important by the experts at either the strong or weak consensus level, then voting on the suitability of its categorical placement was recorded. Possible outcomes of this voting were: strong positive and weak positive consensus (that the competency was placed in the appropriate category); strong negative and weak negative consensus (that the competency was not placed in the appropriate category); strong or weak positive consensus for shifting the competency to a different category; or no consensus on an appropriate category in which to place the competency item. It should be pointed out that a competency may have been determined to be very important (strong positive consensus), but no agreement could be reached regarding its categorical placement. Competencies of this type are presented in a separate section of this report.

III. SELECTION OF PARTICIPANTS

Criteria was established for selecting the teachers who were to participate in the validation procedures. Each was required to have had at least three years of teaching experience in vocational education in a comprehensive high school or in a vocational-technical high school; each must have been fully certified or approved as a vocational teacher; each must have been awarded tenure and be currently employed as a vocational teacher; and each must have been voluntarily and currently enrolled in a baccalaureate degree program for vocational education.

A class of fifty-three students in such a baccalaureate degree program offered by Fitchburg State College was located. A questionnaire was distributed to the members of this class prior to the implementation of the validation process to verify each teacher's qualifications for participation in the project. It was found that all of the teachers included in the study had at least seven years experience in their trades prior to becoming teachers; that none was less than 26 years old and only two were over 55 years old; and that all but four taught in the trade and industrial subject area. All other criteria as required were met as well.

For the administrators, selection criteria required that each person invited to participate currently held a top administrative position in either a vocational-technical school or in an approved vocational program in a comprehensive high school. In addition, each person was recommended by either a vocational teacher educator in Massachusetts, or personnel at the Division of Occupational Education, Massachusetts Department of Education, as an individual whose professional achievements were outstanding in the field.

Twenty-one administrator experts were so chosen, representing six vocational programs in comprehensive high schools, and fifteen vocational-technical schools from widely scattered locations throughout Massachusetts. Of these participants, two were women, and nineteen were men. Their titles included nine superintendent-directors, six directors of occupational education, four directors of vocational education, and two assistant directors of vocational education.

The twenty-two member middle manager participant group was drawn from the same schools and programs as were the administrators. The first selection criterion was that each person's job title was classified above the teacher level, but below the assistant director level. Secondly, each person was recommended by the top administrator in that school as the best candidate for this process. The judgement of the administrators was critical, since they had personally experienced the process and knew what was needed. All of the middle managers recommended were men, and their titles included the following areas:

Director of Occupational Careers
Bilingual Coordinator for Occupational Education
Vocational Program Coordinator
Industrial Arts Coordinator
Coordinator of Occupational Education
Dean of Post-Secondary Programs
Coordinator of Cooperative Education
Pupil Personnel Director
Placement Coordinator
Director of Curriculum (2)
Trade and Industrial Coordinator (2)
Director of Special Education (2)
Guidance Counselor
Director of Guidance
Technical Coordinator
Academic Coordinator
Graphic Arts Department Chairman
Supervisor of Industrial Arts
Work-Study Coordinator

IV. METHODS AND PROCEDURES

The forms were designed on 8 1/2" x 14" paper with the personnel level at the top: teacher/manager/administrator. On the left side of the form the competencies were listed and numbered. Each set of competencies included either odd or even numbers only, and the teachers and administrators were divided into two groups for the process. The middle managers were not subdivided because the total number of competencies for this category was significantly less than for the other groups, and therefore somewhat more manageable.

On the right side of the form were boxes in which answers to the two questions were to be placed. The first two columns concerned the importance of the item (yes or no): the remaining columns were labeled with the names of the functional groupings or categories. (See Appendix D.) There were ten categories for teachers, six for middle managers, and eight for administrators. Cueing was accomplished by outlining the category in which the competency was currently placed in heavy, black lines, thus making the response that of a "yes or no" (that the competency is placed in the most appropriate category) rather than a choice of where to place it. If the answer to the second question was no (the competency is not placed in the most appropriate category), then the participants were asked to place it in whichever category they felt was more appropriate. In succeeding rounds, participants were asked to consider the suggestions for shifting the competency to a new category when they voted.

Definitions of the categories were reviewed whenever it was felt by the participants or administrator that this would be helpful in making a new categorical placement.

The Delphi validation process as modified for this study was field tested prior to the implementation with the groups of experts. Several forms were prepared of career education competencies for teachers, using the same design as the three levels of vocational education personnel. The senior researcher then administered this instrument to a class of graduate students in career education at Boston University. This pilot study provided information concerning the ease of use of the instrument, the amount of time needed to complete the process for a given number of competencies, as well as information regarding voting trends, desire for discussion and clarification, fatigue factors, etc.

The field test of the process indicated that the forms worked well and that participants seemed to enjoy the experience. From this process, several minor modifications were made, primarily in the areas of prior instruction and time allocations for responses. From this feedback, start and finish times were established with considerable certainty, and fatigue was avoided by frequent short scheduled breaks. Plans were devised for structuring and limiting discussion by and with the group to avoid digression and undue influence (pressure) by strong personalities within a group.

Research teams were then trained to assist in the administration of the competency validation to the groups of experts. Four graduate students at Boston University were selected, and instructed in how to count and record the voting, and prepare relevant notes, such as suggestions for modification of wording, etc. Criterion tables for achievement of strong and weak consensus for all possible numbers of participants were explained and given to each member of the research team. The assistants were instructed to circle the number to indicate a final result whenever consensus on an item was reached. In this way, those items achieving early consensus could be immediately eliminated from succeeding rounds of voting.

On the day of administration of the Delphi validation procedure, each group was assembled in a separate room and a brief period set aside for the members to meet each other and obtain coffee. Participants were then seated at desks facing the administrator and a screen on which transparencies were to be shown. An assistant to the administrator was seated at the back of the room to record the voting and take notes.

The test administrator explained the competency study, the need for validation of the competencies, and the Delphi technique, following a prepared outline.

Each participant was then given a folder which contained the operational definitions of the categories and three sets of the competency list (numbered either by odd or even numbers). Each page contained between six and twelve competencies along with the options for judging it. (See Appendix D) The three sets of each page were stapled together, so that if consensus was not reached on all the competencies on the first attempt, rounds two and three could be conducted immediately before going on to the next set of competencies. In this way, concentration was maintained on the competencies at hand until a final determination of their status could be achieved. This method also had the advantage of being self-tabulating: data on the last of the three sheets used constituted the final results.

Transparencies were used in several ways. During the explanation of the technique and procedures, a transparency of the operational definitions of the categories was shown and read aloud. Clarification and discussion was provided as needed. This transparency was shown again when each new category of competencies was presented, and the definition of the new category was reviewed again, to eliminate confusion and ambiguity in missing the categorical assignment of each competency. Each time this transparency was shown, the test administrator asked the group whether there were any questions concerning the clarity of the definitions.

After each group had finished marking their opinions on a sheet of competencies, a transparency of that sheet was shown, and the numbers of participants voting in the various ways was recorded on it. This transparency remained in view on the screen until all the final determinations for the competencies on that sheet had been completed. In this manner, the participants were able to see how many of the group were voting "yes" or "no" on the importance of an item, and "yes" or "no" on the correctness of its categorical placement. By displaying these ongoing results, members could allow themselves to be influenced by the direction in which the rest of the group was voting, and could consider this input when voting in either of the two succeeding rounds.

This method of influencing changes in voting was implemented again when a new categorical placement was being sought for a competency. If a bloc of votes was noted to be accumulating in a new category, the administrator pointed to this area on the transparency and remarked upon this trend.

When the voting appeared to be widely split among the participants, the administrator asked the group whether any clarification of the intent of the competency or the definition of the categories was needed. Feedback was then obtained from the group, including suggestions for rewording or modifying the competency so that it more satisfactorily expressed the opinions of the experts. If a competency was reworded by the researcher along the lines suggested by group members, it was resubmitted to the group to be voted upon in its revised form.

The validation of teacher competencies took place on April 30, 1977, at South Middlesex Regional Vocational Technical High School, Framingham, Massachusetts, where Fitchburg College classes in vocational education are conducted. It began at 9:00 a.m. and continued until 12:30 p.m., with a half-hour coffee break at 10:30 a.m.

The group assembled in the two classrooms they usually used, and numbered 32 in one section and 21 in the other. Each of the two project researchers served as the administrator of one group, with one assistant in each room.

The validation of the administrative competencies was conducted on May 23, 1977, in two rooms in the George Sherman Student Union at Boston University. The validation procedures began at 9:30 a.m. The participants were randomly assigned to one of two sections, consisting of ten and eleven members each.

Again, each of the two project researchers served as the administrator of one group, with one assistant in each room. Luncheon was served after which the groups reassembled to complete the process, which was continued to 3:00 p.m.

Validation of the middle managers competency list took place on May 26, 1977, in a room at the George Sherman Student Union. The procedures followed the same schedule and format in general as those for the administrators, with the exception that this group was not subdivided due to the lesser number of competencies to be addressed.

A training session for the participants was conducted as the first step in the administrative procedures. There were three primary objectives for the training sessions: the establishment of confidence in the study; the establishment of confidence in the test administrators; and preparation of the participants for the correct use of the instrument.

The session began with explanations by the research administrator of both the competency study and the validation process in theory and practice. The reasons for the study were explained and its possible uses discussed. Interest and encouragement in the study by the Division of Occupational Education and the Vocational Education Department Chairman at Fitchburg State College were mentioned.

The salient points of the Delphi method were carefully explained, and participants were instructed in the use of the instrument. Participants were instructed to consider each competency statement on its own merits independently from all the other competencies, and to respond to a competency statement as they felt it related to all personnel at that level rather than to a specific vocational area, grade level, or job situation. They were asked to answer two questions about each competency statement: 1) Do you agree (yes or no) that this skill is important at this personnel level? and 2) Do you agree (yes or no) that this competency is placed in the most appropriate category of functional groupings? If participants answered "no" to the first question, they were instructed to ignore the second question. If they answered "yes" to the first questions, but "no" to the second question, they were instructed to choose a more appropriate category for that competency.

The researchers than explained that consensus does not require unanimous agreement, and that the Delphi method includes a system for reaching consensus without excessive debate in order to remove the persuasive effects of strong personalities. Participants were encouraged, however, to look carefully at the tabulated results placed on the overhead projector at the end of each round, and to consider their subsequent votes in light of that input. Discussion was permitted for clarification of the intent of a competency, and suggestions for revisions aimed at clarity were voted upon; debate on the merits of the competencies was not allowed. The fact that there are no "right" or "wrong" responses was stressed and that it was indeed the input of the participant that would affect the total outcome of the process.

Reasons for clustering the competencies into functional groupings were also discussed in the training session. The definitions of the categories were shown on the overhead projector, read aloud, and discussed. Each time a new category of competencies was begun during the exercise, the definition was again shown on the screen and reviewed. In addition, each participant had a typewritten sheet of the definitions to which he or she could refer in making any decision concerning a competency.

After the training session, the instrument was administered under the supervision of the research team. Each team was directed by an administrator who presented the material, counted the votes, tabulated the results, structured the discussion, and supervised the modifications. The assistant recorded the results, took notes of modifications of wordings, and reported other happenings considered noteworthy.

V. OBSERVATIONS OF THE PROCESS

The two administrators maintained a steady and fairly rapid pace throughout each of the group validations. This was done to ensure that the entire list of competencies to be dealt with on that occasion would be covered before a fatigue factor overtook the participants. Another aim was to limit the amount of discussion on any one point to clarification of the intent or meaning of a competency statement or category definition. The administrators closed discussions which began to turn toward debate or defense of a position. Suggestions for modifications of wording to clarify intent were allowed, however, and revised wording of competencies and headings were validated immediately using the same consensus model of voting.

It was observed that it was easier to obtain consensus in some categories than others. For example, the group of vocational education administrators found the two categories of Program Administration and Operational Management almost interchangeable. Several participants also stated that all the tasks they performed might well fall into the category of Program Administration, since that was basically the nature of their jobs. Several individuals suggested that the confusion and ambiguity might be alleviated by changing the name of this category to Program Design, Development, and Implementation, which more closely described the intent of the operational definition. Consensus was obtained on the validity of this change; however, a markedly large number of differences of opinion concerning the placement of competencies in these two categories remained even after the renaming.

Conversely, several categories, such as Execution of Instruction on the teacher's listing, appeared to have little or no ambiguity and consensus approaching unanimity was frequently attained on the first round. It was observed that most groups achieved consensus quickly on the final category for all three personnel levels, Professional Role and Development. This could have been due to lack of ambiguity and overlap, or to several other factors, such as every individual's verbal desire for continuing professional improvement.

VI. RESULTS

The results of the validation procedures were as follows:

1. A total of 48 competencies were discarded from the lists after being voted "not important." The teacher listing was reduced from 194 to 170 competencies, the middle managers list was reduced from 115 to 110, and the administrators list from 201 to 182.

2. A total of 49 competencies were shifted to new categories. In the teachers' list 6 were reassigned; in the middle managers' list 13 were reassigned; in the administrators' list 30 were placed in new categories.

3. A total of 16 competencies were placed in a separate grouping for each personnel level when no consensus was obtained concerning their importance. In the teachers' list, 11 competencies were placed in this grouping; on the middle managers' list there were 3; on the administrators' list 2 were placed in this category. These competencies require further study to determine their relevancy for vocational education at their particular personnel levels.

4. No consensus was reached on the most appropriate categorical placement for a total of 23 competencies; 7 in the teachers' list, 6 in the middle managers' list, and 10 in the administrators' list. These competencies were allowed to remain in the category to which they were originally assigned, and appear in the final listings with an asterisk

(*) to denote their status. These competencies also require further study to analyze their functional nature and determine their correct categorization.

5. A total of 16 competencies were reworded; one in the teachers' list, 12 in the middle managers' list, and 3 in the administrators' list. These changes appear in the final listings.

6. The administrator group voted to change the names of three categories: Program Administration was changed to Program Design, Development and Implementation; Staff Personnel was changed to Personnel Management; and Student Personnel was changed to Pupil Personnel. These changes appear in the new listings, and are used for the same categories in the middle managers' list as well to provide consistency across levels.

7. All remaining competencies, wordings, and groupings were validated as presented.

The results of the validation procedures appear in the tables on the following pages. The first set of competencies is the original synthesized list compiled by the researchers, with results of the voting shown on the questions of importance and correctness of categorical placement. The second set contains the new list of competencies, as validated and revised in the procedures described above.

The final listings include competencies which were voted to be important by both strong and weak consensus. Competencies voted not important by either strong or weak consensus were eliminated.

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The major goal of this project was to determine the current state of the art of competency-based teacher education for various levels of vocational education personnel, and the implications of these results for the Commonwealth of Massachusetts. Accordingly, the following steps were taken in Phases I and II of this project.

1. A search of the literature was conducted to locate related studies in the areas of competency-based vocational and career teacher education which had been conducted over the previous ten-year period.
2. A universe of competencies drawn from these prior studies was compiled.
3. A synthesized listing of these competencies for three levels of vocational education personnel was developed, representing composite lists of all competencies identified. (Items 1, 2, and 3 are presented in the Phase I final report.)
4. Procedures were conducted to verify the content validity of these synthesized lists for vocational educators in general and vocational educators in Massachusetts in particular. (Volume I, Phase II, final report.)
5. The career education competency lists were validated through an analysis of the data acquired from questionnaires completed by career education practitioners at the 1976 Commissioners Conference on Career Education held in Houston, Texas. (Volume II, Phase II, final report.)
6. A national survey was conducted to ascertain the vocational education certification standards and procedures in the various states for purposes of comparison with those in the Commonwealth of Massachusetts. This analysis may serve as a base, or foundation for the integration of competency-based requirements into the certification process in Massachusetts. (Volume III, Phase II, final report.)
7. A state-wide survey was conducted and the data analyzed to determine present and future personnel and professional development needs for vocational and occupational education personnel in Massachusetts. (Volume IV, Phase II, final report.)

This report presents the results of the validation of the vocational education competencies. For this process the Delphi method proved to be suitable and workable for validating the competency lists. The participants in all groups made a number of favorable comments not only about the project, but about this particular modification of the Delphi process itself. The pilot test provided the basis for pacing that maintained interest and avoided fatigue.

The following conclusions are drawn from this study:

1. Validated listings of competencies needed by teachers, middle managers, and administrators of vocational education have been obtained. This validation assesses both the content of each statement, and its categorical placement.
2. The identification of vocational education personnel competencies is prerequisite in the design and development of competency-based certification and professional development programs.
3. The assignment of competencies to categories representing functional groupings will serve to facilitate the design of professional development programs, curriculum, and certification standards for all three levels of vocational education personnel.
4. The validation process used is a viable means for conducting research of this type in which large amounts of data must be reviewed and processed accurately and efficiently.

Recommendations

The recommendations below are based on the results and conclusions of the study.

1. Teacher education, professional development, and leadership development curricula based on the development of vocational education competencies

PAGE 25 MISSING

REFERENCES

Linstone, Harold A. and Murray Turoff (Eds.). The Delphi Method: Techniques and Applications. Reading, Massachusetts: Addison-Wesley Publishing Co., 1975.

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Category Codes

TEACHERS:

PP	Program Planning, Development and Evaluation
PI	Planning of Instruction
EX	Execution of Instruction
EV	Evaluation of Instruction
MA	Management
GU	Guidance
SC	School-Community Relations
VO	Student Vocational Organizations
CO	Coordination
PR	Professional Role and Development

MIDDLE MANAGERS:

PP	Program Planning, Development and Evaluation
OM	Operational Management
PM	Personnel Management (former Staff Personnel)
PG	Pupil Personnel and Guidance (former Student Personnel and Guidance)
SC	School-Community Relations
PR	Professional Role and Development

ADMINISTRATORS:

PD	Program Design, Development and Implementation (former Program Administration)
OM	Operational Management
IL	Interpretation of Legislation
SC	School-Community Relations
FF	Finances and Facilities

(Category codes, continued)

PM	Personnel Management (former Staff Personnel)
PU	Pupil Personnel (former Student Personnel)
PR	Professional Role and Development

TABLE I

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No Cons.	Not Important		Right Place		No Cons.	Move to-	
	SA	WA		SA	WA	SA	WA		SA	WA
I. PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION										
1. Design and conduct a community survey for the geographical area surrounding the school to acquire information about the manpower needs of the community. Involve school staff, representatives from labor, business, industry, and the State Department of Education.	X					X				
2. Recommend appropriate vocational education programs based upon the findings of the community survey.	X					X				
3. Identify the role and function of an advisory committee. Screen and identify members to serve on the committee.	X					X				
4. Orient the advisory committee members to their role and function, and conduct meetings periodically.	X					X				
5. Serve as the liaison to the advisory committee in developing, interpreting, and implementing school policies.	X					X				
6. Establish the overall purposes and goals of the vocational education program. Base these goals on data indicating structure and manpower needs of the local community, and the philosophy of the general education program of the school.	X					X				
7. Based upon these purposes and goals, and in concert with the advisory committee, establish the occupations for which training is to be offered in the vocational education program	X					X				
8. For each occupation in the vocational education program, identify the competencies needed for entry into the occupation, specify the performance standards for each occupational task, identify the knowledge and attitudes related to each task, and establish an hierarchical order of presenting these tasks for instructional purposes.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
9. Develop general objectives and specific performance objectives for the learner to accomplish related to the tasks and activities identified in competence.	X					X				
10. Establish criteria for evaluating students in each of the performance objectives.	X					X				
11. Develop equivalent competency tests to use for assessing student competence prior to instruction.	X								GU	
12. Develop admissions criteria and procedures, recruitment procedures, and continued evaluation procedures for students in the vocational program.			X							
13. Acquire and analyze follow-up data regarding the placement, employment, and training status of each vocational education graduate.	X								MA	
30 14. Prepare reports for the school administration, State Department, and community providing follow-up data of the graduates, placement records, students satisfaction with the program and current employment.					X					
15. Implement all vocational programs in accordance with state law for vocational education.	X								MA	
16. Conduct a review of the literature, obtain curriculum guides, and utilize State guidelines in planning and writing curriculum materials.	X									PI
17. Develop and implement programs of cooperative education and work study as an integral part of the vocational program.	X					X				
18. Analyze the long range needs to implement a quality vocational education program regarding facilities, equipment, supplies, personnel, and other resources.	X							X		

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
19. Conduct periodic reviews of facilities and equipment to assess their adequacy relative to technological changes in the occupations.	X					X				
20. Prepare long range educational, personnel, and budget plans for the vocational education program.	X							X		
21. Plan a strategy for implementing new programs and upgrading existing programs in accordance with technological advances and occupational trends.	X					X				
22. Use a variety of techniques, strategies, press releases, and documents to develop and maintain a good program image.	X									SC
II. PLANNING OF INSTRUCTION										
23. Determine the major units for a course of study, based upon occupational needs and student needs and interests.	X					X				
24. Establish the general objectives for each unit in the vocational education program and develop specific student performance objectives within each unit.	X					X				
25. Sequence the student performance objectives into a hierarchical order that learning progresses sequentially and is related to the completion of the task.	X					X				
26. Identify and write the learning content for each unit, the performance objectives for the student, teaching strategies, alternative learning activities for students, and student performance standards.	X					X				
27. Obtain the supportive materials needed for the unit, including tools										

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
28. Develop specific lessons for each of the performance objectives within the unit (or groups of performance objectives) and write specific lesson plans. Each lesson plan should also include a description of the student learning activity.	X					X				
29. Develop supportive instructional materials for implementing teacher lessons. Include charts, programmed material, duplicated material, and overhead transparencies.	X					X				
30. Utilize audiovisual teaching aids and devices such as movie projectors, film strip projectors, tape recorders and instructional television.	X					X				
31. Establish criteria for the selection of textbooks, instructional supplies and materials, and commercially developed instructional aids.	X					X				
32 32. Combine all material from competencies 23-31 into a comprehensive course of study organized into a course description, performance objectives, instructional content, student learning activities, teacher notes and activities, reference materials, evaluation criteria and support materials.	X					X				
33. Plan and implement special instructional strategies and activities for disadvantaged and handicapped students.	X					X				
34. Establish an instructional library with a filing and checkout system for resource materials.	X							X		
35. Provide student instructional activities and organizational information for substitute teachers.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
III. EXECUTION OF INSTRUCTION										
36. Involve the student in such field-based instructional activities as field trips, cooperative programs and internships.	X					X				
36. Conduct student verbal learning activities such as symposiums, brain-storming sessions, group discussions, panels, questioning strategies, role playing, simulation and oral questioning. Present information verbally to students through such strategies as case study problems, lectures, illustrated talks and analogies.	X					X				
38. Present information with such aids as the flannel board, flip chart, chalkboard, bulletin boards, exhibits, models and real objects, overhead projectors, and opaque projectors.	X					X				
39. Present visual stimulation through such mediated aids as film strips, slides, sound motion pictures, single concept films and videorecorders.	X					X				
40. Direct students in instructing other students through such techniques as student presentations, group supervised study and student demonstrations.	X					X				
41. Use the project method to present information and direct student laboratory experiences.	X					X				
42. Direct student study of such written materials as textbooks, bulletins, pamphlets, information (assignment) sheets, and operation (job) sheets.	X					X				
43 43. Direct students in preparing for laboratory work using job plans. Guide their progress through the use of operation (job) sheets.	X					X				44

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
44. Use the demonstration method to present a concept or principle, or to demonstrate a manipulative skill.	X					X				
45. Provide lessons and instructions which include an introduction. Employ non-verbal techniques and oral questioning techniques to reinforce learning. Complete the lesson with a lesson summary.	X					X				
46. Present information through such "non-standard" strategies as team teaching, individualized instruction, and the assistance of a resource person.	X					X				
47. Individualize the instructional process by providing enriched instruction to the more capable student and remedial work for the slow learner.	X					X				
48. Direct students in applying problem-solving techniques.	X					X				
49. Establish a frame of reference from which students may analyze a situation from several points of view.	X					X				
50. Provide student assignments as follow-up instructional activities.	X					X				
51. Establish learning environments that use written, teaching-machine and computer-assisted programmed materials.	X					X				
52. Develop learning experiences that improve skills in all three domains of learning: cognitive, affective, and psychomotor.	X					X				
53. Use evaluation techniques and strategies as an integral part of the teaching-learning experience.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
54. Provide practical shop and laboratory experiences that reinforce classroom learning and provide for skill acquisition.	X					X				
55. Provide instructions designed to maintain student attention during classroom presentations and demonstrations; and provide motivation for further student activity after the lesson.	X					X				
56. Relate current events and technological advances associated with the vocational subject matter area to classtoom instruction.	X					X				
57. Assist students in developing study skills and positive work habits.	X					X				
IV. EVALUATION OF INSTRUCTION										
58. Formulate a grading system consistent with school policy Establish criteria for evaluating student performance based upon classroom instruction and laboratory (or on the job) experience.	X					X				
59. Evaluate the entire instructional program. Measure student progress against the student performance objective.	X					X				
60. Develop a system for measuring student progress that will incorporate cognitive, affective, and psychomotor objectives.	X					X				
61. Consider the cumulative data regarding student ability and past achievement in evaluating current performance.	X					X				
62. Locate and utilize available standardized tests to measure achievement.	X							X		

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
63. Develop an instrument to evaluate the students' work, work attitude, qualities, personal traits and progress on the job.	X							X		
64. Appraise student products according to occupational performance standards.	X					X				
65. Appraise student products in relation to student performance objectives.	X					X				
66. Evaluate individual assignments completed through directed study against student performance objectives.	X					X				
67. Arrange for students to evaluate their own progress and devise self-evaluation techniques for them to use.	X					X				
68. Work with students to cooperatively evaluate student performance against criterion measures (such as those identified in competencies 64, 65, and 66).	X					X				
69. Develop cognitive tests related to the instructional objectives. Use essay type, true/false, completion, matching and multiple choice test items.	X					X				
70. Develop a system for analyzing test results to measure both student progress and the validity and reliability of the test.	X					X				
71. Develop a system for measuring laboratory performance that includes an assessment of student progress, laboratory performance tests, laboratory performance rating sheets, and assessment of student-made products.	X					X				
72. Develop a system of testing students orally, using both teacher-made tests and commercially available products.	X					X				
73. Develop "case study" situations to test student problem-solving ability.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important SA	Important WA	No Cons.	Not Important SA	Not Important WA	Right Place SA	Right Place WA	No Cons.	Move to- SA	Move to- WA
74. Develop a system for self-evaluation of the instructional process. Assess student progress and/or achievement, and involve the students in the evaluation process. Obtain information from fellow teachers and supervisory personnel.	X					X				
V. MANAGEMENT										
75. Prepare a capital equipment budget proposal for one, five and ten-year periods.	X					X				
76. Prepare an operating budget proposal for expendable tools, consumable supplies, services, travel, professional memberships, instructional materials and references, and periodicals.	X					X				
77. Recommend subject matter reference books and periodicals that should be placed in the school library.	X					X				
78. Prepare purchase requests for approved vocational equipment, supplies, and consumable materials.	X					X				
79. Maintain an inventory of vocational tools, supplies, and equipment.	X					X				
80. Develop an inventory system for instructional materials and supplies.	X					X				
81. Establish a system for repairing and servicing tools and equipment in the laboratory.	X					X				
82. Arrange the layout of the vocational laboratory to simulate the occupational environment and facilitate student performance.	X					X				
83. Control heat, light, and ventilation in vocational laboratories and classrooms.		X					X			

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
84. Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.		X					X			
85. Arrange for additional vocational facilities to accommodate expanded enrollments and technological advances.				X						
86. Accept gifts or donations of supplies and equipment in accordance with school policy.	X					X				
87. Arrange for the storage and security of supplies and equipment. Implement student check-out procedures for tools and equipment.	X					X				
88. Establish a laboratory personnel system that includes a procedure for cleaning and maintaining the laboratory, and provides maximum usage of laboratory equipment and supplies by students.	X					X				
89. Devise a system for establishing and collecting student fees for supplies and other instructional costs.				X						
90. Develop and maintain a filing system for records and forms for vocational reports required by the State Department of Education.	X					X				
91. Develop a comprehensive safety program that includes safety instruction presented to the student, a procedure for attending to the first aid needs of the vocational student, and one that provides approved safety apparel and devices for use around hazardous equipment.	X					X				
92. Develop and complete student accident reports, using appropriate forms.	X					X				
93. Interpret the legal and moral provisions of teach liability.	X					X				
94. Interpret and uphold legal provisions and regulations governing the employment of student learners.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
95. Establish and conduct a standard order of business each day.	X					X				
96. Adjust instructional plans and strategies based on observed feedback from students.	X								EV	
97. Work with students to establish acceptable standards of behavior in vocational classrooms and laboratories. Uphold these standards in addition to general school standards of expected student behavior.	X					X				
98. Encourage students to exercise self-discipline. Employ appropriate disciplinary action when school code standards are violated.	X					X				
VI. GUIDANCE										
99. Develop and maintain individual student files that contain information about the student's background and environment, personal characteristics, subject matter data, achievement, interests, attitudes and attendance.				X						
100. Accumulate occupational information about students through personal interviews, the interpretation of occupational tests and inventories, and through feedback from students regarding occupational inventories.				X						
101. Arrange with professional staff for the administration and interpretation of personality, aptitude and intelligence tests.				X						
102. Work with students in establishing and reviewing their educational aspirations, career aspirations and personal goals.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
103. Assist students in self-analysis for such capabilities as personal interests, saleable skills, advanced training needs and study habits.	X					X				
104. Assist students in developing positive attitudes toward appropriate work habits, quality workmanship, and working effectively with people in various environments.	X					X				
105. Develop constructive working relationships with students and their families by demonstrating an interest in them as individuals and maintaining an open door policy for student consultation.	X					X				
106. Confer with students and their parents at school to discuss the educational and occupational development of the student.	X					X				
107. Confer with students on both individual and group basis.	X					X				
108. Communicate with prospective and continuing students during the summer.				X						
109. Develop and maintain a system for acquiring and updating occupational information and job opportunities.	X					X				
110. Work with teachers and other qualified resource persons to provide occupational and educational information in helping students address individual concerns.	X					X				
111. Organize and maintain a job placement program for students.	X					X				
112. Assist students in securing and completing applications for jobs, scholarships, and educational loans for college admission.										
113. Assist graduating students in preparing for interviews with potential employers.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
114. Write letters of recommendation for students.	X					X				
115. Supply guidance staff with performance data about students and exchange information on a continuing basis.	X					X				
116. Refer students to guidance staff and other specialists as needed.	X					X				
117. Assist students with their problems by working cooperatively with such outside agencies as health and welfare services.				X						
118. Conduct follow-up studies of former vocational students.				X						
119. Ascertain the reason why students leave or discontinue the vocational education program.	X					X				
VII. SCHOOL-COMMUNITY RELATIONS										
120. Assist in the development of policies regarding school-community relations consistent with the philosophy of the vocational program.	X					X				
121. Plan, acquire approval for, and conduct school-community relations activities.	X					X				
122. Speak to school and community groups about the vocational program. Use resources such as radio and television to reach a wider audience.			X							
123. Provide such written materials as brochures, news releases, newspaper articles, and displays to promulgate the program.	X					X				
124. Sponsor student-parent activities for the vocational education program. Direct student presentations at these activities.					X					

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
125. Conduct an open house to familiarize the community with the vocational program.	X					X				
126. Provide consultant services to local business and industry.				X						
127. Assist with community, business, and industry sponsored activities.	X					X				
128. Serve in professional and community civic, service, and social organizations to improve the image of the vocational education program.	X					X				
129. Establish and maintain effective relationships with labor, management, and manpower organizations.	X					X				
130. Maintain liaison with union officials and employers, employment agencies, community organizations, and State Department personnel for the vocational education program.					X					
131. Maintain good relations with other schools. Use these relations to obtain feedback regarding the vocational education program and its status in the community.	X					X				
132. Analyze enrollment trends to determine student and parental acceptance of the vocational education program.				X						
133. Use parental and community opinion surveys to obtain information about the status of the program.	X					X				
134. Obtain feedback regarding the program from the advisory committee.	X					X				
135. Acquire information from members of the community "power structure" regarding their expectations for the vocational education program.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
136. Study community voting results on financial issues effecting the vocational education program to determine the level of community support.		X						X		
137. Study in-school election results (student council, etc.) to determine the image of the vocational student in the school.	X					X				
138. Develop a procedure to use field-based laboratory experiences provided by citizens in the community as effective student-learning stations.				X						
VIII. STUDENT VOCATIONAL ORGANIZATIONS										
139. Obtain approval from the school administration to establish a student vocational organization.	X					X				
140. Contact State Department personnel to identify the steps to be followed in organizing a student vocational club; solicit help from the State Department in implementing the club.				X						
141. Acquaint prospective members and their parents of the purposes, activities, and values of the student vocational organization.	X					X				
142. Organize a student steering committee to assess interest in the vocaitonal organization. Conduct organizational meetings, and develop a constitution and by-laws.				X						
143. Conduct initiation activities for the student organization in which new students receive an orientation, and an election and installation of officers is held.	X					X				
144. Conduct leadership training sessions for the officers of the organization to help them carry out the goals established in the constitution.					X					

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
145. Work with students to develop a yearly program of work for the student vocational organization.	X					X				
146. Supervise social and educational activities of the student organization.	X					X				
147. Involve students, parents, and members of the community in conducting and publicizing the activities of the organization.	X					X				
148. Develop and monitor a financial management system for the student organization funds. Conduct fund raising events.			X							
149. Maintain a file of publications, handbooks, and scrapbooks regarding the activities of the student organization.	X					X				
150. Evaluate the student-vocational organization.					X					
151. Affiliate the student vocational organization with state and national vocational organizations. Prepare annual reports, and provide advice for student entries in state and national contests.	X					X				
152. Send student representatives to district, state, regional, and national student vocational organization activities.	X					X				
153. Assist in the development of rules and procedures for conducting student contests. Participate and serve as an advisor and/or judge for contests.	X					X				
154. Maintain the student vocational organization as an integral part of the instructional program for the vocational area.					X					

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
IX. COORDINATION										
155. Conduct occupational tests, student interviews, and parental interviews to gather data regarding student preferences for work sites.				X						
156. Establish criteria and procedures for selecting prospective student-learners for cooperative education.			X							
157. Match student-learner characteristics, interests, and background to appropriate work environments.	X					X				
158. Establish training stations as acceptable based upon the training potential of the job, the qualifications of the on-the-job instructors, and the educational and safety adequacy of the facility.			X							
159. Negotiate on-the-job training hours, wages, and conditions, consistent with union policy.				X						
160. Develop a training agreement between the student-learner and the cooperating employer that includes school and work schedules, a training plan, and the responsibilities of both the student and trainer.			X							
161. Provide appropriate information and forms regarding federal and state wage and hour classifications, legal safety requirements, work permits, reimbursement information, and other legal issues related to cooperative education.				X						
162. Establish procedures for developing and maintaining good working relationships between the student and the trainer. Include role identification, on-the-job training, initial interviews, and appropriate safety and protection procedures.			X							

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
163. Develop and implement a plan for supervision of on-the-job training. Share the plan with the school administration and the employing institution.	X					X				
164. Analyze student progress reports to determine future job potential, additional training needs, and such affective considerations as attendance, promptness, working relationships, etc.			X							
165. Coordinate suggestions from on-the-job trainers to provide related instruction in school for areas of weakness.	X					X				
166. Evaluate the quality of the on-the-job training received by the student.	X							X		
167. Sponsor employer-employee appreciation events at the end of training situations.	X					X				
168. Coordinate related instruction and information from advisory committee to maintain instruction in the most recent technology of the occupational area.	X					X				
169. Assist the student in obtaining work placement after training.	X					X				
170. Conduct conferences with both students and trainers to improve the student performance and specify deficiencies in the training environment.			X							
171. Provide remedial instruction in school to correct on-the-job deficiencies.	X					X				
172. Develop a positive procedure for removing students from training stations when it is in the best interest of the student or the trainer to terminate the relationship.			X							

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
X. PROFESSIONAL ROLE AND DEVELOPMENT										
173. Promote the attainment of the goals of the teaching profession by maintaining ethical standards.	X					X				
174. Express a professional philosophy consistent with the goals of the teaching profession in general, the goals of general education, and the goals of vocational education.	X					X				
175. Exchange observational visits, innovations, and ideas with others in the profession.	X					X				
176. Support professional organizations through membership and attendance at meetings. Function as an officer or chairman of committees, and provide representation at state, regional, and national meetings.	X					X				
177. Contribute to the literature of the profession by writing articles or books; or by conducting and/or participating in experimental data--collecting research activities.	X					X				
178. Assist in orienting new teachers to the school system.	X					X				
179. Conduct personal evaluation through self-analysis, administrative evaluations, and peer evaluation.	X					X				
180. Maintain professional certification by enrolling in graduate, extension, and in-service education programs.	X					X				
181. Expand your educational background and leadership potential by achieving advanced degrees. Maintain a level of commensurate with professional abilities and limitations.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
182. Keep up-to-date through professional reading and through acquiring new occupational skills. Record these activities in an up-dated professional personnel file.	X					X				
183. Participate in non-instructional school activities such as clubs, cafeteria supervision, bus duty, etc.				X						
184. Interpret the policies and regulations of the local school district to the student teacher and other potential teachers.	X					X				
185. Supervise student teachers in a positive fashion by assigning appropriate responsibilities, planning constructive activities, and performing as an effective role model for student teachers.	X					X				
186. Confer regularly with the student teacher and college supervisor regarding the progress, success, and deficiencies of the student teacher.				X						
187. Prepare proposals for external funding to meet research needs, conduct training programs, develop curriculum, or conduct other activities appropriate to the profession.	X					X				
188. Read and interpret research findings both as a consumer and researcher.	X					X				
189. Demonstrate a knowledge of the concepts of career education and its relationship to vocational education.										
190. Assemble and maintain professional resource materials for personal use.	X					X				
191. Demonstrate appropriate working relationships with other teachers in the school.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Initial Teacher Preparation	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
192. Identify and interpret the major federal legislation which has provided the foundation and current funding for vocational education.		X					X			
193. Relate the vocational educational curriculum to the total instructional program in a comprehensive high school.	X					X				
194. Promote unity and balance between the vocational and academic components of the total educational enterprise.	X					X				

TABLE II

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
I. PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION										
1. Develop the rationale, goals, and scope of the vocational education program. Establish the program areas that will comprise this program.	X					X				
2. Collect manpower data for program development. Conduct a community survey in addition to existing data.	X					X				
3. Develop short and long-range program plans for implementing the program, based upon the rationale, goals, and manpower surveys.	X					X				
4. Conduct an occupational analysis for each occupation to be taught. Establish the content, the standards of performance for each task, and other data needed for developing performance objectives.	X					X				
5. Supervise the curriculum development process for new programs, as well as for up-dating curricula of existing programs.	X					X				
6. Assist staff in developing and implementing courses of study.	X					X				
7. Assist staff in writing general and specific (performance) objectives for their courses of study.	X					X				
8. Review and evaluate courses of study developed by the staff.	X					X				
9. Assist staff in designing teaching strategies. Use appropriate supervisory and helping techniques in this process.	X							X		
10. Prepare recommendations for course and program changes.	X					X				
11. Develop and monitor a system for evaluating instructional programs.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
12. Conduct evaluation of on-going programs. Prepare and submit reports to appropriate individuals and groups including teachers, school administration, advisory committee, school committee, community groups, etc.	X					X				
13. Develop cooperative education programs.	X					X				
14. Develop and maintain an instructional resource center with instructional software and hardware.	X							X		
15. Identify the role and function of an advisory committee. Establish, utilize, and evaluate the success of advisory committees.	X						X			
16. Consult with specialists, advisory committees, and administration in the continuous implementation of programs.	X					X				
17. Assist teachers in the development of a student evaluation system, including performance standards, tests, and a grading system.	X					X				
18. Administer a system for faculty evaluation that includes teacher self-evaluation, clinical supervision, and administrative and student evaluation.	X							X		
19. Develop master program schedules for faculty and students.	X									OM
20. Assess facilities and equipment on a long-term basis for the upgrading of the vocational program.	X					X				
21. Identify the legal and moral implications of student safety precautions, safety regulations, and the implementation of safety programs.	X					X				
22. Review and implement programs (using federal and state resources where possible) for disadvantaged, handicapped, and other persons not included in regular vocational programs.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
II. OPERATIONAL MANAGEMENT'										
23. Prepare annual capital outlay budget proposals long term, e.g., for one, five, and ten year projections, to meet educational goals.	X							X		
24. Work with faculty to prepare annual operating budgets for personnel, supplies, materials, contracted services, travel, etc.	X					X				
25. Establish a system for ordering and processing payment for equipment, tools, supplies, reference books, periodicals, and other materials.	X					X				
26. Establish a perpetual inventory system for equipment, tools, supplies, books, and instructional materials.	X					X				
27. Assist in procuring surplus equipment from state and federal centers and agencies.	X					X				
28. Arrange for the storage and security of supplies and equipment.	X					X				
29. Establish an accounting system that will accommodate the flow of cash for the vocational programs that provide goods and services to the public.	X					X				
30. Implement a system for approving staff travel and reimbursing travel expenses.	X					X				
31. Prepare and maintain a schedule of charges for school-produced items and services rendered to the public.	X					X				
32. Develop a system for determining and collecting student fees.	X					X				
33. Plan and administer the student transportation system.	X					X				
34. Determine the needs for adequate and appropriate facilities.	X								FP	

COMPETENCIES For Middle Managers	IMPORTANCE Important SA	IMPORTANCE Important WA	IMPORTANCE No Cons.	IMPORTANCE Not Important SA	IMPORTANCE Not Important WA	CATEGORY Right Place SA	CATEGORY Right Place WA	CATEGORY No Cons.	CATEGORY Move to- SA	CATEGORY Move to- WA
35. Develop a plan to acquire (purchase, lease, or rent) needed facilities and equipment.	X							X		
36. Recommend changes in facilities as needed to up-date equipment or to expend/contract space for changing student populations.	X					X				
37. Arrange for the appropriate layout of vocational facilities by either modifying existing facilities or developing new ones.	X								PP	
38. Establish criteria for preparing facility and equipment specifications.	X					X				
39. Design and supervise the implementation of a safety inspection program of both the physical facilities and the instructional program according to state and federal regulations.	X					X				
40. Establish procedures for the maintenance, service, and repair of tools and equipment.	X					X				
41. Ensure that a system for student check-out procedures for tools and equipment is established.	X					X				
42. Ensure that a student laboratory personnel and clean-up system is established.	X					X				
43. Assist in developing regulations for the use of the vocational facilities by outside groups.	X					X				
44. Interpret and administer federal and state regulations regarding the operation and utilization of vocational facilities and programs.	X					X				
45. Identify areas and programs eligible for special funding, and develop and submit proposals for these programs.	X								PP	
46. Compile data and prepare reports for the State Department regarding student enrollments and costs.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
47. Establish a records management system for students, staff, the physical plan, and public information items.	X					X				
48. Establish procedures for visitors to the vocational facility and for conducting guest tours.	X					X				
49. Utilize legal counsel as needed.				X						
50. Develop and utilize teacher and student handbooks of policies, rules, regulations, and operational procedures.	X					X				
51. Maintain a departmental bulletin board with appropriate faculty information.			X							
52. Develop an organizational structure for the program, identifying personnel relationships and responsibilities.	X					X				
53. Develop and maintain a public relations program within the school and throughout the community (see section entitled school-community relations).	X					X				
III. STAFF PERSONNEL										
54. Determine the number of professional and non-professional personnel needed for safe and efficient program operation.	X									PP
55. Prepare accurate and detailed job descriptions for all positions, establishing the roles, responsibilities, and relationships of every staff member.	X					X				
56. Develop and implement a system for selecting and employing staff. Include the establishment of selection criteria, conducting interviews, applying screening techniques, and communicating recommendations for employment.	X					X				
57. Develop and implement an induction and orientation program for new personnel.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
58. Implement a checking system regarding the status of staff certification to meet appropriate State Department requirements.					X					
59. Establish a system to record special assignments given to faculty. Maintain an equal distribution of work load among the entire staff.				X						
60. Assist in the development of an equitable and sound salary structure.				X						
61. Maintain a personnel record system for all staff members.			X							
62. Establish criteria for evaluating teaching performance (see program, planning, development, and evaluation section).	X					X				
63. Establish a roster of substitute teachers.	X					X				
64. Serve as the liaison between the vocational programs and other school programs, the community, home, business, labor, and industry.	X								SC	
65. Promote good human relations between the staff members and maintain discretion regarding sensitive information. Involve staff in the decision making process, to the extent possible.	X					X				
66. Develop and utilize communication procedures for staff members to voice their problems, complaints, and grievances.	X					X				
67. Be active in local and state associations and encourage faculty to do the same (see professional role and development section).	X					X				
68. Plan, direct, and participate in staff meetings. Conduct staff meetings that have clear objectives and measurable outcomes.	X					X				
69. Develop and participate in in-service programs address-										

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
ing faculty needs. Include the assistance of teachers in the instructional process, and such administrative functions as developing individual program budgets.	X					X				
70. Work with staff in conducting on-going research to improve the instructional process in the classroom.	X					X				
71. Maintain an accurate data-base regarding student achievement and placement.	X								PG	
IV. STUDENT PERSONNEL AND GUIDANCE										
72. Establish a basis for determining the total number of students that can be served in each vocational program.	X								PP	
73. Develop and administer procedures for selection, orientation, and registration of students into each program.	X					X				
74. Supervise a system for maintaining accurate student attendance, autobiographical data, achievement tests, and evaluation records.	X					X				
75. Provide appropriate instruments and tests for measuring student interest and career aspirations.	X					X				
76. Establish a system that will provide continually updated occupational information and job opportunities for students, as well as post-high school training and educational opportunities.	X					X				
77. Use consultants when needed to provide information and services to students.	X					X				
78. Select and administer standardized tests as needed for complete student information systems.	X					X				
79. Develop and implement a system for student follow-up. This system should include placement, employment, and training status of graduates.	X					X				
80. Establish a system for determining why students drop out of the program.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
81. Work with local employment agencies to help students in placement and referral.	X					X				
82. Be informed of, and comply with, legislation regarding students rights.	X					X				
83. Ensure that students are provided with skills in the techniques of interviewing and completing job applications.	X					X				
84. Write letters of recommendations for students as part of their comprehensive referral folders.	X					X				
85. Assure that group counseling sessions are provided as needed.	X					X				
86. Meet with students and parents individually, as appropriate.	X					X				
87. Administer a safety and medical service programs for students.	X					X				
88. Develop a system for upholding and administering school standards of student behavior.	X								OM	
89. Develop a program of student government.			X							
90. Approve and administer student social, recreational, and athletic activities.	X					X				
91. Involve parents and students in vocational youth organizations for each vocational area. This activity should include: assisting with the establishment of the organization; conducting meetings; providing leadership training; establishing a program of work; fund-raising activities; conference participation at the local, regional, and state level; conducting public relations; affiliating with state and national student youth organizations; involving business and industry; and providing other activities as appropriate to vocational youth organizations.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
V. SCHOOL-COMMUNITY RELATIONS										
92. Present a philosophy of vocational education consistent with the goals of the school, the vocational program, and the vocational faculty to school and community groups.	X					X				
93. Speak to school and community groups regarding vocational education and the specific vocational programs.	X					X				
94. Work with business, industry, and trade associations in the community through established liaison and placement oppertunities.	X					X				
95. Utilize the advisory councils and committees established for each vocational program.	X					X				
96. Serve in professional non-vocational organizations in the community, such as civic associations.	X					X				
97. Conduct community surveys to obtain objective information and attitudes toward vocational education.	X							X		
98. Serve as a consultant-at-large to the community regarding vocational education and training programs.	X					X				
99. Obtain information from parents regarding their perceptions of needs for vocational education programs for their youth.	X								PP	
100. Conduct open houses at least twice a year to bring parents and other members of the community into the vocational facility.	X					X				
.01. Publish news releases and newsletters periodically regarding the activities and successes of the vocational program.	X					X				
102. Provide brochures that accurately and comprehensively describe the programs offered by the school.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
103. Maintain displays of products and services offered by students in the various vocational programs.	X					X				
VI. PROFESSIONAL ROLE AND DEVELOPMENT										
104. Keep abreast of current literature related to vocational and general education.	X					X				
105. Provide leadership to the faculty by broadening their scope and understanding of the contribution and services of all vocational areas to a total comprehensive program.	X					X				
106. Serve in a membership and leadership capacity in professional associations related to vocational education at the local, state and national level. Attend conferences regularly; serve on appropriate committees; make presentations at regional and national conferences.	X					X				
107. Provide in-service education for new teachers regarding school policies, practices, and procedures. Provide professional development for experienced teachers in current research and practice related to the teaching profession.	X								PM	
108. Maintain professional certification through continuous enrollment in graduate, extension, and in-service education.	X					X				
109. Acquire new occupational skills to keep abreast with advancing technology. Attend industrial schools, training programs, etc.	X					X				
110. Maintain up-to-date information regarding new occupational materials, methods, and media.	X					X				
111. Undertake research projects for improving programs in your school. Review and report results to your staff.	X								PP	

COMPETENCIES	IMPORTANCE					CATEGORY				
For Middle Managers	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
112. Publish articles and other appropriate materials that contribute to the literature of the profession.	X					X				
113. Assign responsibilities to the student teacher commensurate with his/her background, knowledge, and experience. Work closely with the college or university supervisor in evaluating the student teacher and assisting in his/her professional growth.	X								PM	
114. Demonstrate exemplary teaching strategies to the staff. Provide clinical supervision for staff as requested.	X					X				

TABLE III

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
I. PROGRAM ADMINISTRATION										
1. Develop a philosophy of vocational education for the school district to provide programmatic direction. Include goals, purposes, objectives, and the integration of the vocational program with general education.	X					X				
2. Communicate and establish a philosophy of vocational education among the staff that is broad-based across all vocational areas and consistent with the goals of general education.	X					X				
3. Inform other educators and the general public of the vocational program: its purpose and delivery system.	X							X		
4. Design and administer a data analysis and reporting system to provide information for State Department reports and for programmatic decision making. Include surveys to determine manpower needs, community resources, student placement opportunities, parental perceptions of the program, etc.	X					X				
5. Work with local, state, and federal agencies in determining the occupations for which training is to be offered, and in developing local programs.	X					X				
6. Prepare annual and long-range program plans.	X					X				
7. Provide leadership among the vocational faculty for the development of curriculum and instructional guides. Curriculum should be based upon occupational task analyses. Courses of study should include performance objectives.	X						X			
8. Establish and monitor an instructional resource center for compiling and distributing instructional software and hardware.	X								OM	
9. Establish and administer standards for program and faculty review and evaluation. Assess the quality of instruction.	X						X			

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
10. Design and conduct research to measure the results of program based upon student achievement. These measures should include consideration of both the effectiveness and the efficiency of the programs.	X								OM	
11. Coordinate the activities of the vocational programs in the district so that each component has a relationship to the entire program.	X					X				
12. Develop and monitor cooperative vocational education programs.	X					X				
13. Adapt existing instructional programs to provide occupational preparation for students with special needs. Design new programs for special needs populations with unique needs.			X							
14. Develop a schedule of course offerings, and schedule staff and facilities for maximum program utilization. Identify and use consultants for such areas as curriculum development and review, research, and program evaluation.	X								OM	
15. Design and administer a safety program that will meet legal requirements and safety standards for optimal utilization of equipment.					X					
16. Plan and implement adult occupational education programs.	X							X		
17. Assist in the adoption of text and reference books.				X						
18. Establish policies and develop a policy manual for the total vocational program and staff. This includes both the administration of policies for the entire school district as well as the generation and approval of policies unique to the vocational programs.	X					X				
19. Provide and solicit suggestions for policy modifications as appropriate.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
20. Establish an internal communications system to keep the total staff informed of all aspects of the instructional programs, policies, procedures, instructional methods and materials, etc.	X					X				
21. Establish and enforce student policies, rules and regulations.				X						
22. Develop and administer a guidance program.	X									OM
23. Maintain contact with employment agencies.				X						
24. Establish and maintain a record keeping system for students, teachers, facilities, and equipment.	X								OM	
25. Design and administer a data-gathering system to maintain accurate student records of achievement, interest, career goals, placement, and follow-up data regarding employment and training status of graduates.					X					
26. Establish a system for measuring student satisfaction, and the reasons why students drop out of vocational programs.	X								OM	
27. Work with the guidance personnel to develop a system that provides occupational information, manpower, and placement opportunities on local, state, and national levels.	X						X			
28. Establish criteria for accepting students into the program and provide data about these students to the staff, as inputs to instructional systems.	X					X				
29. Establish graduation requirements.	X						X			
30. Develop and administer a grading system compatible with or convertible to the grading systems used by participating schools in the district.	X							X		

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
31. Develop a system for in-service programs on an on-going basis, including such activities as workshops, field trips, guest speakers, etc.				X						
32. Provide leadership in the establishment and functioning of advisory committees for all vocational areas including the recruitment of members, designing the purposes and format of the working relationships within each committee, and evaluating the effectiveness of the advisory groups.	X					X				
33. Direct pilot and demonstration projects as exemplary programs.				X						
II. OPERATIONAL MANAGEMENT										
34. Establish an organizational structure and represent this structure graphically on an organizational chart.	X								PD	
35. Identify the character, purposes, and importance of formal and informal organizational structures, and work within these structures to achieve programmatic goals.	X					X				
36. Conduct staff meetings, involve members in the discussion and summarize results. Assure that all meetings contribute toward the achievement of school goals.	X								PD	
37. Design a feedback and follow-up system to provide student evaluation data to the instructional staff.			X							
38. Develop a system for routing printed materials, mail, information and supplies to staff.	X					X				
39. Inform teachers of current literature, including instructional materials and research projects.				X						
40. Attend county court, city council, and school board meetings in matters relating to vocational education.	X								PD	
41. Prepare reports of school activities for public information.	X						X			

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
42. Conduct continuous evaluation of the programs, students, and staff. Insure progress toward the planned program objectives through this evaluation and feedback mechanism.	X									PP
43. Participate in student assemblies and activities.					X					
44. Analyze and solve daily operational problems; gather facts, ascertain causes, develop alternative courses of action.	X					X				
45. Interpret, communicate, and administer federal, state, and local policies and regulations that govern and regulate the operation of a vocational program.	X						X			
46. Develop and maintain up-to-date teacher and student handbooks and written operational procedures.	X					X				
47. Keep on-going records of students, teachers, equipment and facilities for monthly reports.				X						
48. Request services of State staff and consultants when needed.	X								PD	
49. Serve as the liaison official between the vocational programs and participating schools.	X					X				
50. Keep participating schools informed of activities of mutual interest and concern.	X					X				
51. Maintain a record of newspaper clippings of school activities.				x						
52. Develop and implement surveys as needed for data collection.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
53. Keep informed of and communicate special federal and state funding opportunities.	X							X		
54. Utilize legal council for faculty and staff as needed.	X					X				
55. Establish a school calendar and school closing notice procedures.	X							X		
56. Monitor the safety program.	X					X				
57. Develop and monitor in-school student lunch and transportation programs.				X						
III. INTERPRETATION OF LEGISLATION										
58. Identify, interpret, and apply federal, state and local vocational education legislation, regulations, and policies, as well as other relevant state and federal legislation (such as CETA).	X					X				
59. Interpret and implement the state specifications for vocational education facilities.	X					X				
60. Interpret state certification requirements for instructors.	X					X				
61. Interpret and apply public "right to know" laws and regulations.	X					X				
62. Interpret the legal responsibilities of vocational teachers.	X					X				
63. Explain federal and state legislation to local educators and the community.	X						X			
64. Utilize State Dept. personnel when their expertise can assist in implementing the vocational program.	X								PD	

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
65. Cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.	X								PD	
66. Prepare project proposals for funding based on State Board of Vocational-Technical and Adult education criteria.	X							X		
67. Prepare proposals for federal and other state grants.				X						
68. Assist in the development of new legislation to support vocational education.	X								PD	
69. Work with federal and state legislative members to further the cause of vocational education.	X					X				
IV. SCHOOL-COMMUNITY RELATIONS										
70. Plan a comprehensive program of school-community relations to reach both external (community) and internal (school) publics. Involve community representatives in this planning and development process.	X					X				
71. Describe to vocational education staff members how they can improve their image by productively participating in community, civic, service and/or social organizations.	X					X				
72. Identify ways of involving the staff in the community to build better public relations for vocational education.	X					X				
73. Obtain informal feedback on the vocational program by helping your managers to establish contacts with individuals in the school and community.	X					X				
74. Ascertain and evaluate public opinion about vocational programs through community surveys and other feedback mechanisms.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
75. Establish a method for evaluating the degree to which the objectives of the community relations program have been met.	X						X			
76. Make public presentations to school and community groups about the vocational program.	X					X				
77. Coordinate the use of occupational (craft) advisory committees, as well as a general vocational advisory council. Establish a handbook explaining the role and function of each committee.	X						X			
78. Publicize the establishment of the vocational advisory committees, their members, their functions, and the manner in which individuals may participate in these advisory committees.	X					X				
79. Establish a term of membership and a system of replacing and rotating members of advisory committees.	X						X			
80. Attend county court, city council, and school board meetings in matters relating to vocational education.	X									PD
81. Identify supportive community service groups. Assist these groups with their sponsored activities.	X					X				
82. Hold membership in civic organizations; attend meetings; serve on community committees.	X					X				
83. Conduct an open house to familiarize members of the school and the community with activities of the vocational program.	X						X			
84. Write articles for the news media about newsworthy activities being conducted in the vocational program.	X					X				
85. Provide brochures to acquaint the school and community with various aspects of the vocational program.	X						X			

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
86. Work with different racial and ethnic groups to promote good relationships with all segments and special interest groups within the community.	X					X				
87. Obtain state and federal services and resources in designing and implementing the public relations program.				X						
88. Use business and industrial contacts to assess the effectiveness of the classroom instruction to the needs of the student-learner and to the needs of the prospective employer.	X									PD
89. Prepare and recommend cooperative agreements with other agencies that may serve as bases for cooperative work-study programs.	X							X		
90. Meet and confer with visitors. Establish a system for referring visitors to appropriate personnel and for conducting tours.	X						X			
91. Work closely with teacher education institutions in developing effective programs at the pre-service and in-service levels.	X									PR
92. Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies.	X						X			
V. FINANCES & FACILITIES										
93. Determine, with selected staff members, the specific needs for adequate and appropriate faculities to operate the established and projected educational programs.	X					X				
94. Review and approve (or submit to the Board for approval) recommendations for changes and alterations of the physical facilities to provide improvement or expansion of the instructional program.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
95. Develop, with selected staff members, a plan to acquire the needed facilities to operate an effective and efficient educational program.	X					X				
96. Plan vocational laboratory layouts to gain maximum benefits from available space, equip teaching stations to achieve the stated objectives for each program.	X					X				
97. Review and approve recommendations for new and different types of equipment to keep the instructional program compatible with the needs of business and industry.	X					X				
98. Arrange for additional vocational education facilities to accommodate expanded enrollments and technological advancements related to the vocational program.	X					X				
99. Procure when available, surplus equipment, tools, and supplies from state and federal dispersal centers.		X					X			
100. Recommend to the Board a program to provide regular inspections throughout the school, including instructional areas, to locate hazardous conditions and take those steps needed to correct unsafe conditions.	X					X				
101. Establish a preventive maintenance program for equipment and facilities.	X								OM	
102. Develop and submit a security system to protect the school building and equipment from damage and theft.	X					X				
103. Review and approve a system for receiving, storing and distributing all supplies and materials.	X					X				
104. Develop and submit for approval a policy to regulate the use of the school building and facilities by outside groups and individuals.	X					X				
105. Set the standards and supervise the quality of the housekeeping throughout the school and grounds.	X						X			

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
106. Supervise the development of the operating budget in line with approved program planning and established priorities; allow for flexibility due to price changes, enrollment changes and new products.	X									PD
107. Analyze the cost of operating each of the instructional programs.	X					X				
108. Approve and administer an acceptable accounting system, providing for checks and balances and audits, for the control of all appropriated school monies in line with the approved state accounting manual.	X					X				
109. Direct the development of a fiscal management procedure for acquiring operational funds through taxation, advance payments, vouchers and reimbursements. File reimbursement reports with the State Department of Education.	X					X				
110. Direct the development of a program of investments and interest-bearing accounts for inactive funds.	X					X				
111. Supervise the preparation of and submit periodic reports to the governing board and appropriate operating committees relative to the financial status of the school. Supervise the preparation of local, state and federal reports.	X					X				
112. Review and approve a perpetual inventory system to accurately account for equipment, tools, supplies and materials.	X					X				
113. Review and recommend the administrative details of the appropriate insurance programs carried by the school and the insurance program which will be offered to students as school insurance.	X					X				
11 Develop and administer a system for approving travel expenses for members of the staff.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
115. Review and recommend to the governing body a schedule of charges to be made for school-produced items and for services rendered.	X					X				
116. Establish rates and provide for the collection of student fees.	X					X				
117. Develop, administer and communicate a procedure for establishing priorities for the use of funds and other available resources.	X					X				
118. Determine the appropriate criteria for writing specifications for the purchase of equipment, tools and supplies in accordance with the school code.	X					X				
119. Keep informed of and comply with the regulations regarding the use of bids in the purchase of equipment, supplies and services.	X					X				
120. Review and submit for approval specifications for the purchase of equipment, tools and supplies.	X					X				
121. Review and submit for approval appropriate recommendations to the authorized purchasing agent for purchase.	X					X				
122. Direct preparation of long-range projections of needs for facilities, equipment and supplies and financing of existing and emerging vocational education programs.	X								PD	
123. Direct the preparation of materials for and promotion of passage of bond issues affecting the vocational education programs.	X					X				
124. Identify major sources of funds for the support of developmental and research programs and effective methods for their procurement.	X								PD	
125. Interpret and apply transportation laws and regulations.	X								IL	

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
126. Establish a vehicle maintenance program.	X					X				
127. Schedule and oversee the community's use of the facilities.	X								OM	
VI. STAFF PERSONNEL										
128. Develop an organizational structure and chart to show the relationship of each individual to the organization as a whole.	X					X				
129. Establish an effective "chain of command" with a responsible supervisor at each level.	X					X				
130. Identify the strengths and weaknesses of each staff member. Assign tasks appropriately and provide helping supervision to overcome weaknesses.	X					X				
131. Balance work loads and equalize assignments of staff members through effective scheduling.	X					X				
132. Keep staff members clearly informed as to what is expected of them. Use MBO (Management by Objective) or other appropriate goal setting and accountability mechanisms.	X					X				
133. Assist staff members in defining goals, tasks and purposes of new programs as well as developing new approaches to instruction.	X						X			
134. Identify factors which provide staff members with job satisfaction and/or job dissatisfaction.	X					X				
135. Incorporate diverse points of view on decision-making regarding controversial issues. Explain your decisions to staff members with the appropriate rationale.	X					X				
136. Secure assistance from the staff in solving operational program problems. Give due credit to staff members for problem resolution.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
137. Maintain staff morale by providing open channels to address issues of concern.	X					X				
138. Inform staff members of accepted methods for resolving staff grievances.	X					X				
139. Develop, maintain and promote good human relationships in all dealings with the staff and student body. Hold inviolate personal, business and political information.	X					X				
140. Plan and direct staff meetings with specified objectives, interactive communications and measurable outcomes.	X								PD	
141. Determine the number of professional and non-professional support personnel required for the efficient and economical operation of the school.	X							X		
142. Develop job descriptions for positions, determine sources of applicants and implement a system for the recruitment, screening, interviewing and selection of personnel. Evaluate candidates considering such factors as background, skills, capabilities, philosophy and attitudes.	X					X				
143. Provide staff orientation regarding the school's philosophy, programs, rules, regulations and working relationships with other personnel.	X					X				
144. State the legal requirements for dismissal or failure to grant tenure to each staff member.	X					X				
145. Maintain adequate documentation of personnel regarding job performance. Provide objective accounts and rationale for personnel decisions.	X					X				
146. Inform individuals in danger of dismissal of the specific reasons for their lack of success. Offer clinical supervision to help staff members overcome their problems.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
147. Recommend staff promotions and/or dismissals.	X					X				
148. Develop a system for checking that all faculty and staff personnel hold valid and appropriate state certification.	X					X				
149. Develop and submit sound, fair and reasonable personnel policies, including fringe benefits.	X					X				
150. Coordinate the development and implementation of an equitable and sound salary structure.	X					X				
151. Administer and maintain a confidential personnel record system for all members of the staff.	X						X			
152. Prepare and maintain a personnel handbook.	X					X				
153. Interpret and apply legislation related to labor laws, licensing regulations and affirmative action regulations.	X								IL	
154. Prepare bulletins and other communications designed to keep the staff informed of program and personnel activities.	X					X				
155. Provide guidance to the staff on legal matters affecting the school program.	X								IL	
156. Schedule staff leaves, vacations and sabbaticals.	X					X				
157. Approve a roster of substitute teachers.				X						
158. Conduct staff needs assessment for continuing professional development.	X					X				
159. Design and implement an in-service program for beginning teachers. Develop a program for all staff members to develop optimal relationships in the teaching-learning process. Help each staff member conduct self-analyses to address his/her strengths and weaknesses.		X					X			

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
160. Evaluate classroom instruction based on stated program goals and occupational performance standards.	X					X				
161. Plan with staff members for their continued professional development through specific academic and non-academic experiences.	X					X				
162. Encourage staff exchanges with business and industry.					X					
164. Inform faculty of current literature, research and instructional materials appropriate to their areas.	X					X				
165. Develop, maintain and promote an active and professional relationship with state, county and local educators.	X					X				
166. Encourage staff members to maintain membership and participate in the activities of related professional organizations.				X						
167. Encourage teachers to write professional articles.				X						
168. Establish and maintain a staff learning resource center.	X					X				
169. Foster a climate of interdisciplinary effort to provide broad-based experiences for students.	X					X				
170. Work closely with teacher education institutions in developing effective programs at the pre-service and in-service levels.	X					X				
171. Assist supervising teachers in interpreting policies and regulations to student teachers.	X					X				
VII. STUDENT PERSONNEL										
172. Determine and receive approval for the number of students that can be accommodated in each vocational area and in the total program.	X								PD	

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
173. Develop a system of assessing and reporting information of student characteristics needed for individualizing the instructional program.		X						X		
174. Develop and approve policies and procedures for the selection, orientation and registration of new students.	X					X				
175. Be informed of and comply with laws and regulations governing students' rights.	X								IL	
176. Develop and maintain a student handbook.	X					X				
177. Develop a system for handling discipline cases referred to the administration by the staff.	X								OM	
178. Promote the development of student vocational clubs and the integration of the activities of these clubs into the instructional program.	X					X				
179. Approve and provide leadership for a program of student government.	X							X		
180. Provide leadership for the development of a comprehensive guidance program that provides personal, educational and occupational testing and counseling, placement services and follow-up student data.	X					X				
181. Coordinate and supervise a cooperative work-experience program and a work-study program.				X						
182. Work with participating schools to maintain comprehensive student personnel records, including legally acceptable attendance records.	X					X				
183. Provide medical service and insurance programs for students.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
184. Arrange for student loan, grant and scholarship programs.	X					X				
VIII. PROFESSIONAL ROLE AND DEVELOPMENT										
185. Develop cooperative problem-solving and decision-making skills.	X					X				
186. Obtain background information concerning controversial issues that require decisions. Make decisions and justify the position taken.	X					X				
187. Apply MBO (Management by Objectives) techniques to personal work assignments.	X					X				
188. Promote a professional image through personal appearance and conduct.	X					X				
189. Maintain ethical standards expected of a professional educator.	X					X				
190. Demonstrate an acceptable level of personal scholarship and a continuing interest in professional development.	X					X				
191. Participate in professional meetings and organizations. Serve on professional committees and attend local, state, regional and national conferences.	X					X				
192. Publish professional articles and reports.	X					X				
193. Maintain currency in the field through professional readings.	X					X				
194. Possess a knowledge of the structure of occupations, occupational sociology, industrial relations and industry for planning and implementing vocational programs.	X					X				

COMPETENCIES	IMPORTANCE					CATEGORY				
For Administrators	Important		No	Not Important		Right Place		No	Move to-	
	SA	WA	Cons.	SA	WA	SA	WA	Cons.	SA	WA
195. Participate in the development of vocational legislation and state plans for vocational education.	X					X				
196. Cooperate with fellow administrators in educational planning and decision making.	X					X				
197. Develop program evaluation models incorporating data from students, staff, administrators and outside agencies.	X					X				
198. Select and use appropriate research designs to solve educational problems and provide data for decision making.	X					X				
199. Acquire research skills to perform such research as the correlation of manpower needs, student interest and cost-analysis for program planning.	X					X				
200. Interpret research and statistics. Develop reports using graphs, charts and analytical summaries.	X					X				
201. Utilize data processing services for research and school data.	X									OM

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TABLE IV

VALIDATED LISTINGS OF COMPETENCIES NEEDED BY VARIOUS LEVELS OF VOCATIONAL EDUCATION PERSONNEL

COMPETENCY LIST FOR INITIAL TEACHER PREPARATION IN VOCATIONAL EDUCATION

I. PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

1. Design and conduct a community survey for the geographical area surrounding the school to acquire information about the manpower needs of the community. Involve school staff, representatives from labor, business, industry, and the State Department of Education.

2. Recommend appropriate vocational education programs based upon the findings of the community survey.

3. Identify the role and function of an advisory committee. Screen and identify members to serve on the committee.

4. Orient the advisory committee members to their role and function, and conduct meetings periodically.

5. Serve as the liaison to the advisory committee in developing, interpreting, and implementing school policies.

6. Establish the overall purposes and goals of the vocational education program. Base these goals on data indicating structure and manpower needs of the local community, and the philosophy of the general education program of the school.

7. Based upon these purposes and goals, and in concert with the advisory committee, establish the occupations for which training is to be offered in the vocational education program.

8. For each occupation in the vocational education program, identify the competencies needed for entry into the occupation, specify the performance standards for each occupational task, identify the knowledge and attitudes related to each task, and establish an hierarchical order of presenting these tasks for instructional purposes.

9. Develop general objectives and specific performance objectives for the learner to accomplish related to the tasks and activities identified in competence.

10. Establish criteria for evaluating students in each of the performance objectives.

* Denotes no consensus regarding categorical placement

11. Develop and implement programs of cooperative education and work study as an integral part of the vocational program.

*12. Analyze the long range needs to implement a quality vocational educational program regarding facilities, equipment, supplies, personnel, and other resources.

13. Conduct periodic reviews of facilities and equipment to assess their adequacy relative to technological changes in the occupations.

*14. Prepare long range educational, personnel, and budget plans for the vocational education program.

15. Plan a strategy for implementing new programs and upgrading existing programs in accordance with technological advances and occupational trends.

II. PLANNING OF INSTRUCTION

16. Determine the major units for a course of study, based upon occupational needs and student needs and interests.

17. Establish the general objectives for each unit in the vocational education program and develop specific student performance objectives within each unit.

18. Sequence the student performance objectives into a hierarchical order that learning progresses sequentially and is related to the completion of the task.

19. Identify and write the learning content for each unit, the performance objectives for the student, teaching strategies, alternative learning activities for students, and student performance standards.

20. Obtain the supportive materials needed for the unit, including tools and equipment, texts, references, and other instructional materials.

21. Develop specific lessons for each of the performance objectives within the unit (or groups of performance objectives) and write specific lesson plans. Each plan should include an introduction, body, and summary. Each lesson plan should also include a description of the student learning activity.

22. Develop supportive instructional materials for implementing teacher lessons. Include charts, programmed materials, duplicated material, and overhead transparencies.

23. Utilize audiovisual teaching aids and devices such as movie projectors, film strip projectors, tape recorders and instructional television.

24. Establish criteria for the selection of textbooks, instructional supplies and materials, and commercially developed instruction aids.

25. Combine all material from competencies 16-24 into a comprehensive course of study organized into a course description, performance objectives, instructional content, student learning activities, teacher notes and activities, reference materials, evaluation criteria and support materials.

26. Plan and implement special instructional strategies and activities for disadvantaged and handicapped students.

*27. Establish an instructional library with a filing and checkout system for resource materials.

28. Provide student instructional activities and organizational information for substitute teachers.

29. Conduct a review of the literature, obtain curriculum guides, and utilize State guidelines in planning and writing curriculum materials.

III. EXECUTION OF INSTRUCTION

30. Involve the student in such field-based instructional activities as field trips, cooperative programs and internships.

31. Conduct student verbal learning activities such as symposiums, brainstorming sessions, group discussions, panels, questioning strategies, role playing, simulation and oral questioning. Present information verbally to students through such strategies as case study problems, lectures, illustrated talks and analogies.

32. Present information with such aids as the flannel board, flip chart, chalkboard, bulletin boards, exhibits, models and real objects, overhead projector, and opaque projector.

33. Present visual stimulation through such mediated aids as film strips, slides, sound motion pictures, single concept films and videorecorders.

34. Direct students in instructing other students through such techniques as student presentations, group supervised study and student demonstrations.

35. Use the project method to present information and direct student laboratory experiences.

36. Direct student study of such written materials as textbooks, bulletins, pamphlets, information (assignment) sheets, and operation (job) sheets.

37. Direct students in preparing for laboratory work using job plans. Guide their progress through the use of operation (job) sheets.

38. Use the demonstration method to present a concept or principle, or to demonstrate a manipulative skill.

39. Provide lessons and instructions which include an introduction. Employ non-verbal techniques and oral questioning techniques to reinforce learning. Complete the lesson with a lesson summary.

40. Present information through such "non-standard" strategies as team teaching, individualized instruction, and the assistance of a resource person.

41. Individualize the instructional process by providing enriched instruction to the more capable student and remedial work for the slow learner.

42. Direct students in applying problem-solving techniques.

43. Establish a frame of reference from which students may analyze a situation from several points of view.

44. Provide student assignments as follow-up instructional activities.

45. Establish learning environments that use written, teaching-machine and computer-assisted programmed materials.

46. Develop learning experiences that improve skills in all three domains of learning: cognitive, affective, and psychomotor.

47. Use evaluation techniques and strategies as an integral part of the teaching-learning experience.

48. Provide practical shop and laboratory experiences that reinforce classroom learning and provide for skill acquisition.

49. Provide instructions designed to maintain student attention during classroom presentations and demonstrations; and provide motivation for further student activity after the lesson.

50. Relate current events and technological advances associated with the vocational subject matter area to classroom instruction.

51. Assist students in developing study skills and positive work habits.

IV. EVALUATION OF INSTRUCTION

52. Formulate a grading system consistent with school policy. Establish criteria for evaluating student performance based upon classroom instruction and laboratory (or on the job) experience.

53. Evaluate the entire instructional program. Measure student progress against the student performance objective.

54. Develop a system for measuring student progress that will incorporate cognitive, affective, and psychomotor objectives.

55. Consider the cumulative data regarding student ability and past achievement in evaluating current performance.

*56. Locate and utilize available standardized tests to measure achievement.

57. Develop an instrument to evaluate the students' work, work attitude, qualities, personal traits and progress on the job.

58. Appraise student products according to occupational performance standards.

59. Appraise student products in relation to student performance objectives.

60. Evaluate individual assignments completed through directed study against student performance objectives

61. Arrange for students to evaluate their own progress and devise self-evaluation techniques for them to use.

62. Work with students to cooperatively evaluate student performance against criterion measures (such as those identified in competencies 58, 59, and 60).

63. Develop cognitive tests related to the instructional objectives. Use essay type, true/false, completion, matching and multiple choice test items.

64. Develop a system for analyzing test results to measure both student progress and the validity and reliability of the test.

65. Develop a system for measuring laboratory performance that includes an assessment of student progress, laboratory performance tests, laboratory performance rating sheets, and assessment of student-made products.

66. Develop a system of testing students orally, using both teacher-made tests and commercially available products.

67. Develop "case study" situations to test student problem-solving ability.

68. Develop a system for self-evaluation of the instructional process. Assess student progress and/or achievement, and involve the students in the evaluation process. Obtain information from fellow teachers and supervisory personnel.

69. Adjust instructional plans and strategies based on observed feedback from students.

V. MANAGEMENT

70. Prepare a capital equipment budget proposal for one, five and ten-year periods.

71. Prepare an operating budget proposal for expendable tools, consumable supplies, services, travel, professional memberships, instructional materials and references and periodicals.

72. Recommend subject matter reference books and periodicals that should be placed in the school library.

73. Prepare purchase requests for approved vocational equipment, supplies, and consumable materials.

74. Maintain an inventory of vocational tools, supplies, and equipment.

75. Develop an inventory system for instructional materials and supplies.

76. Establish a system for repairing and servicing tools and equipment in the laboratory.

77. Arrange the layout of the vocational laboratory to simulate the occupational environment and facilitate student performance.

78. Control heat, light and ventilation in vocational laboratories and classrooms.

79. Establish a policy for use of the physical facilities and equipment by other school personnel and outside groups.

80 Accept gifts or donations of supplies and equipment in accordance with school policy.

81. Arrange for the storage and security of supplies and equipment. Implement student check-out procedures for tools and equipment.

82. Establish a laboratory personnel system that includes a procedure for cleaning and maintaining the laboratory, and provides maximum usage of laboratory equipment and supplies by students.

83. Develop and maintain a filing system for records and forms for vocational reports required by the State Department of Eeucation.

84. Develop a comprehensive safety program that includes safety instruction presented to the student, a procedure for attending to the first aid needs of the vocational student, and one that provides approved safety apparel and devices for use around hazardous equipment.

85. Develop and complete student accident reports, using appropriate forms.

86. Interpret the legal and moral provisions of teacher liability.

87. Interpret and uphold legal provisions and regulations governing the employment of student-learners.

88. Establish and conduct a standard order of business each day.

89. Work with students to establish acceptable standards of behavior in vocational classrooms and laboratories. Uphold these standards in addition to general school standards of expected student behavior.

90. Encourage students to exercise self-discipline. Employ appropriate disciplinary action when school code standards are violated.

91. Implement all vocational programs in accordance with state law for vocational education.

VI. GUIDANCE

92. Work with students in establishing and reviewing their educational aspirations, career aspirations and personal goals.

93. Assist students in self-analysis for such capabilities as personal interest, saleable skills, advanced training needs and study habits.

94. Assist students in developing positive attitudes toward appropriate work habits, quality workmanship, and working effectively with people in various environments.

95. Develop constructive working relationships with students and their families by demonstrating an interest in them as individuals and maintaining an open door policy for student consultation.

96. Confer with students and their parents at school to discuss the educational and occupational development of the student.

97. Confer with students on both individual and group bases.

98. Develop and maintain a system for acquiring and updating occupational information and job opportunities.

99. Work with teachers and other qualified resource persons to provide occupational and educational information in helping students address individual concerns.

100. Organize and maintain a job placement program for students.

101. Assist graduating students in preparing for interviews with potential employers.

102. Write letters of recommendation for students.

103. Supply guidance staff with performance data about students and exchange information on a continuing basis.

104. Refer students to guidance staff and other specialists as needed.

105. Ascertain the reason why students leave or discontinue the vocational education program.

106. Develop equivalent competency tests to use for assessing student competence prior to instruction.

107. Acquire and analyze follow-up data regarding the placement, employment, and training status of each vocational education graduate.

VII. SCHOOL-COMMUNITY RELATIONS

108. Assist in the development of policies regarding school-community relations consistent with the philosophy of the vocational program.

109. Plan, acquire approval for, and conduct school-community relations activities.

110. Provide such written materials as brochures, news releases, newspaper articles, and displays to promulgate the program.

111. Conduct an open house to familiarize the community with the vocational program.

112. Assist with community, business, and industry sponsored activities.

113. Serve in professional and community civic, service, and social organizations to improve the image of the vocational education program.

114. Establish and maintain effective relationships with labor, management, and manpower organizations.

115. Maintain good relations with other schools. Use these relations to obtain feedback regarding the vocational education program and its status in the community.

116. Use parental and community opinion surveys to obtain information about the status of the program.

117. Obtain feedback regarding the program from the advisory committee.

118. Acquire information from members of the community "power structure" regarding their expectations for the vocational education program.

119. Study community voting results on financial issues affecting the vocational education program to determine the level of community support.

120. Study in-school election results (student council, etc.) to determine the image of the vocational student in the school.

121. Use a variety of techniques, strategies, press releases, and documents to develop and maintain a good program image.

VIII. STUDENT VOCATIONAL ORGANIZATIONS

122. Obtain approval from the school administration to establish a student vocational organization.

123. Acquaint prospective members and their parents of the purposes, activities, and values of the student vocational organization.

124. Conduct initiation activities for the student organization in which new students receive an orientation, and an election and installation of officers is held.

125. Work with students to develop a yearly program of work for the student vocational organization.

126. Supervise social and educational activities of the student organization.

127. Involve students, parents, and members of the community in conducting and publicizing the activities of the organization.

128. Maintain a file of publications, handbooks, and scrapbooks regarding the activities of the student organization..

129. Affiliate the student vocational organization with state and national vocational organizations. Prepare annual reports, and provide advice for student entries in state and national contests.

130. Send student representatives to district, state, regional, and national student vocational organization activities.

131. Assist in the development of rules and procedures for conducting student contests. Participate and serve as an advisor and/or judge for contests.

IX. COORDINATION

132. Match student-learner characteristics, interests, and background to appropriate work environments.

133. Develop and implement a plan for supervision of on-the-job training. Share the plan with the school administration and the employing institution.

134. Coordinate suggestions from on-the-job trainers to provide related instruction in school for areas of weakness.

135. Evaluate the quality of the on-the-job training received by the student.

136. Sponsor employer-employee appreciation events at the end of training situations.

137. Coordinate related instruction and information from the advisory committee to maintain instruction in the most recent technology of the occupational area.

138. Assist the student in obtaining work placement after training.

139. Provide remedial instruction in school to correct on-the-job deficiencies.

X. PROFESSIONAL ROLE AND DEVELOPMENT

140. Promote the attainment of the goals of the teaching profession by maintaining ethical standards.

141. Express a professional philosophy consistent with the goals of the teaching profession in general, the goals of general education, and the goals of vocational education.

142. Exchange observational visits, innovations, and ideas with others in the profession.

143. Support professional organizations through membership and attendance at meetings. Function as an officer or chairman of committees, and provide representation at state, regional, and national meetings.

144. Contribute to the literature of the profession by writing articles or books, or by conducting and/or participating in experimental data-collecting research activities.

145. Assist in orienting new teachers to the school system.

146. Conduct personal evaluation through self-analysis, administrative evaluations, and peer evaluation.

147. Maintain professional certification by enrolling in graduate, extension, and in-service education programs.

148. Expand your educational background and leadership potential by achieving advanced degrees. Maintain a level commensurate with professional abilities and limitations.

149. Keep up-to-date through professional reading and through acquiring new occupational skills. Record these activities in an updated professional personnel file.

150. Interpret the policies and regulations of the local school district to the student teacher and other potential teachers.

151. Supervise student teachers in a positive fashion by assigning appropriate responsibilities, planning constructive activities, and performing as an effective role model for student teachers.

152. Prepare proposals for external funding to meet research needs, conduct training programs, develop curriculum, or conduct other activities appropriate to the profession.

153. Read and interpret research findings both as a consumer and researcher.

154. Demonstrate a knowledge of the concepts of career education and its relationship to vocational education.

155. Assemble and maintain professional resource materials for personal use.

156. Demonstrate appropriate working relationships with other teachers in the school.

157. Identify and interpret the major federal legislation which has provided the foundation and current funding for vocational education.

158. Relate the vocational educational curriculum to the total instructional program in a comprehensive high school.

159. Promote unity and balance between the vocational and academic components of the total educational enterprise.

XI. NO CONSENSUS ON IMPORTANCE

160. Develop admissions criteria and procedures, recruitment procedures, and continued evaluation procedures for students in the vocational program.

161. Assist students in securing and completing applications for jobs, scholarships, and educational loans for college admission.

162. Speak to school and community groups about the vocational program. Use resources such as radio and television to reach a wider audience.

163. Develop and monitor a financial management system for the student organization funds. Conduct fund raising events.

164. Establish criteria and procedures for selecting prospective student-learners for cooperative education.

165. Establish training stations as acceptable based upon the training potential of the job, the qualifications of the on-the-job instructors, and the educational and safety adequacy of the facility.

166. Develop a training agreement between the student-learner and the cooperating employer that includes school and work schedules, a training plan, and the responsibilities of both the student and trainer.

167. Establish procedures for developing and maintaining good working relationships between the student and the trainer. Include role identification, on-the-job training, initial interviews, and appropriate safety and protection procedures.

168. Analyze student progress reports to determine future job potential, additional training needs, and such affective considerations as attendance, promptness, working relationships, etc.

169. Conduct conferences with both students and trainers to improve the student performance and specify deficiencies in the training environment.

170. Develop a positive procedure for removing students from training stations when it is in the best interest of the student or the trainer to terminate the relationship.

TABLE V

COMPETENCY LIST FOR MIDDLE MANAGEMENT IN VOCATIONAL EDUCATION

I. PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

1. Develop the rationale, goals, and scope of the vocational education program. Establish the program areas that will comprise this program.

2. Collect manpower data for program development. Conduct a community survey in addition to existing data.

3. Develop short and long-range program plans for implementing the program, based upon the rationale, goals, and manpower surveys.

4. Conduct an occupational analysis for each occupation to be taught. Establish the content, the standards of performance for each task, and other data needed for developing performance objectives.

5. Supervise the curriculum development process for new programs, as well as for updating curriculua of existing programs.

6. Assist staff in developing and implementing course of study.

7. Assist staff in writing general and specific (performance) objectives for their courses of study.

8. Review and evaluate course of study developed by the staff.

*9. Assist staff in designing teaching strategies. Use appropriate supervisory and helping techniques in this process.

10. Prepare recommendations for course and program changes.

11. Develop and monitor a system for evaluating instructional programs.

12. Conduct evaluation of ongoing programs. Prepare and submit reports to appropriate indivisuals and groups including teachers, school administration, advisory committee, school committee, community groups, etc.

13. Develop cooperative education programs.

* Denotes no consensus regarding categorical placement.

*14. Develop and maintain an instructional resource center with instructional software and hardware.

15. Identify the role and function of an advisory committee. Establish, utilize, and evaluate the success of advisory committees.

16. Consult with specialists, advisory committees, and administration in the continuous implementation of programs.

17. Assist teachers in the development of a student evaluation system, including performance standards, tests, and a grading system.

*18. Administer a system for faculty evaluation that includes teacher self-evaluation, clinical supervision, and administrative and student evaluation.

19. Assess facilities and equipment on a long-term basis for the upgrading of the vocational program.

20. Identify the legal and moral implications of student safety precautions, safety regulations, and the implementation of safety programs.

21. Review and implement programs (using federal and state resources where possible) for disadvantaged, handicapped, and other persons not included in regular vocational programs.

22. Determine the needs for adequate and appropriate facilities.

23. Arrange for the appropriate layout of vocational facilities by either modifying existing facilities or developing new ones.

24. Identify areas and programs eligible for special funding, and develop and submit proposals for these programs.

25. Determine the number of professional and non-professional personnel needed for safe and efficient program operation.

26. Establish a basis for determining the total number of students that can be served in each vocational program.

27. Obtain information from parents regarding their perceptions of needs for vocational education programs for their youth.

II. OPERATIONAL MANAGEMENT

28. Prepare annual capital outlay budget proposals for long term, e.g., one, five, and ten year projections to meet educational goals.

29. Work with faculty to prepare annual operating budgets for personnel, supplies, materials, contracted services, travel, etc.

30. Establish a system for ordering and processing payment for equipment, tools, supplies, reference books, periodicals, and other materials.

31. Establish a perpetual inventory system for equipment, tools, supplies, books, and instructional materials.

32. Assist in procuring surplus equipment from state and federal centers and agencies.

33. Arrange for the storage and security of supplies and equipment.

34. Establish an accounting system for revolving funds that will accommodate the flow of cash for the vocational programs that provide goods and services to the public.

35. Implement a system for approving staff travel and reimbursing travel expenses.

36. Prepare and maintain a schedule of charges for school-produced items and services rendered to the public.

37. Develop a system for determining and collecting student fees.

38. Plan and administer the student transportation system.

39. Develop a plan to acquire (purchase, lease, or rent) needed facilities and equipment.

40. Recommend changes in facilities as needed to up-date equipment or to expend/contract space for changing student populations.

41. Establish criteria for preparing facility and equipment specifications.

42. Design and supervise the implementation of a safety inspection program of both the physical facilities and the instructional program according to state and federal regulations.

43. Establish procedures for the maintenance, service, and repair of tools and equipment.

44. Ensure that a system for student check-out procedures for tools and equipment is established.

45. Ensure that a student laboratory personnel and clean-up system is established.

46. Assist in developing regulations for the use of the vocational facilities by outside groups.

47. Interpret and administer federal and state regulations regarding the operation and utilization of vocational facilities and programs.

48. Compile data and prepare reports for the State Department regarding student enrollments and costs.

49. Establish a records management system for students, staff, the physical plant, and public information items.

50. Establish procedures for visitors to the vocational facility and for conducting guest tours.

51. Develop and utilize teacher and student handbooks of policies, rules, regulations, and operational procedures.

52. Develop an organizational structure for the program, identifying personnel relationships and responsibilities.

53. Develop and maintain a public relations program within the school and throughout the community (see section entitled school-community relations.)

54. Develop master program schedules for faculty and students.

55. Develop a system for upholding and administering school standards of student behavior.

III. PERSONNEL MANAGEMENT

56. Prepare accurate and detailed job descriptions for all positions, establishing the roles, responsibilities, and relationships of every staff member.

57. Develop and implement a system for selecting and employing staff. Include the establishment of selection criteria, conducting interviews, applying screening techniques, and communicating recommendations for employment.

58. Develop and implement an induction and orientation program for new personnel.

59. Establish criteria for evaluating teaching performance (see program, planning, development, and evaluation section.)

60. Establish a roster of substitute teachers.

61. Promote good human relations between the staff members and maintain discretion regarding sensitive information. Involve staff in the decision making process, to the extent possible.

62. Develop and utilize communication procedures for staff members to voice their problems, complaints, and grievances.

63. Be active in local and state associations and encourage faculty to do the same (see professional role and development section.)

64. Plan, direct, and participate in staff meetings. Conduct staff meetings that have clear objectives and measurable outcomes.

65. Develop and participate in in-service programs addressing faculty needs. Include the assistance of teachers in the instructional process, and such administrative functions as developing individual program budgets.

66. Work with staff in conducting ongoing research to improve the instructional process in the classroom.

67. Provide in-service education for new teachers regarding school policies, practices, and procedures. Provide professional development for experienced teachers in current research and practice related to the teaching profession.

68. Assign responsibilities to the student teacher commensurate with his/her background, knowledge, and experience. Work closely with the college or university supervisor in evaluating the student teacher and assisting in his/her professional growth.

IV. PUPIL PERSONNEL AND GUIDANCE

69. Develop and administer procedures for selection, orientation, and registration of students into each program.

70. Supervise a system for maintaining accurate student attendance, autobiographical data, achievement tests, and evaluation records.

71. Provide appropriate instruments and tests for measuring student interest and career aspirations.

72. Establish a system that will provide continually updated occupational information and job opportunities for students, as well as post-high school training and educational opportunities.

73. Use consultants when needed to provide information and services to students.

74. Select and administer standardized tests as needed for complete student information systems.

75. Develop and implement a system for student follow-up. This system should include placement, employment, and training status of graduates.

76. Establish a system for determining why students drop out of the program.

77. Work with local employment agencies to help students in placement and referral.

78. Be informed of, and comply with, legislation regarding students rights.

79. Ensure that students are provided with skills in the techniques of interviewing and completing job applications.

80. Write letters of recommendations for students as part of their comprehensive referral folders.

81. Ensure that group counseling sessions are provided as needed.

82. Meet with students and parents individually, as appropriate.

83. Administer a safety and medical service program for students.

84. Approve and administer student social, recreational, and athletic activities.

85. Involve parents and students in student vocational youth organizations for each vocational area. This activity should include: Assisting with the establishment of the organization; conducting meetings, providing leadership training; establishing a program of work; fund-raising activities; conference participation at the local, regional, and state level; conducting public relations, affiliating with state and national student youth organizations; involving business and industry; and providing other activities as appropriate to vocational youth organizations.

86. Maintain an accurate data-base regarding student achievement and placement.

V. SCHOOL-COMMUNITY RELATIONS

87. Present a philosophy of vocational education consistent with the goals of the school, the vocational program, and the vocational faculty to school and community groups.

88. Speak to school and community groups regarding vocational education and the specific vocational programs.

89. Work with business, industry, and trade associations in the community through established liaison and placement opportunities.

90. Utilize the advisory councils and committees established for each vocational program.

91. Serve in professional non-vocational organizations in the community, such as civic associations.

*92. Conduct community surveys to obtain objective information and attitudes toward vocational education.

93. Serve as a consultant-at-large to the community regarding vocational education and training programs.

94. Conduct open houses at least twice a year to bring parents and other members of the community into the vocational facility.

95. Publish news releases and newsletters periodically regarding the activities and successes of the vocational program.

96. Provide brochures that accurately and comprehensively describe the programs offered by the school.

97. Maintain displays of products and services offered by students in the various vocational programs.

98. Serve as the liaison between the vocational programs and other school programs, the community, home, business, labor, and industry.

VI. PROFESSIONAL ROLE AND DEVELOPMENT

99. Keep abreast of current literature related to vocational and general education.

100. Provide leadership to the faculty by broadening their scope and understanding of the contribution and services of all vocational areas to a total comprehensive program.

101. Serve in a membership and leadership capacity in professional associations related to vocational education at the local, state and national level. Attend conferences regularly; serve on appropriate committees; make presentations at regional and national conferences.

102. Maintain professional certification through continuous enrollment in graduate, extension, and in-service education.

103. Keep abreast of advancing technology. Attend industrial schools, training programs, etc.

104. Maintain up-to-date information regarding new occupational materials, methods, and media.

105. Undertake research projects for improving programs in your school. Review and report results to your staff.

106. Publish articles and other appropriate materials that contribute to the literature of the profession.

107. Demonstrate exemplary teaching strategies to the staff. Provide clinical supervision for staff as requested.

VII. NO CONSENSUS ON IMPORTANCE

108. Maintain a departmental bulletin board with appropriate faculty information.

109. Maintain a personnel record system for all staff members.

110. Develop a program of student government.

TABLE VI

COMPETENCY LIST FOR ADMINISTRATORS IN VOCATIONAL EDUCATION

I. PROGRAM DESIGN, DEVELOPMENT, AND IMPLEMENTATION

1. Develop a philosophy of vocational education for the school district to provide programmatic direction. Include goals, purposes, objectives, and the integration of the vocational program with general education.

2. Communicate and establish a philosophy of vocational education among the staff that is broad-based across all vocational areas and consistent with the goals of general education.

*3. Inform other educators and the general public of the vocational program: its purpose and delivery systems.

4. Design and administer a data analysis and reporting system to provide information for State Department reports and for programmatic decision making. Include surveys to determine manpower needs, community resources, student placement opportunities, parental perceptions of the program, etc.

5. Work with local, state, and federal agencies in determining the occupations for which training is to be offered, and in developing local programs.

6. Prepare annual and long-range program plans.

7. Provide leadership among the vocational faculty for the development of curriculum and instructional guides. Curriculum should be based upon occupational task analyses. Courses of study should include performance objectives.

8. Establish and administer standards for program and faculty review and evaluation. Assess the quality of instruction.

9. Coordinate the activities of the vocational programs in the district so that each component has a relationship to the entire program.

10. Develop and monitor cooperative vocational education programs.

*11. Plan and implement adult occupational education programs.

*Denotes no consensus regarding categorical placement.

12. Establish policies and develop a policy manual for the total vocational program and staff. This includes both the administration of policies for the entire school district as well as the generation and approval of policies unique to the vocational programs.

13. Provide and solicit suggestions for policy modifications as appropriate.

14. Establish an internal communications system to keep the total staff informed of all aspects of the instructional programs, policies, procedures, instructional methods and materials, etc.

15. Work with the guidance personnel to develop a system that provides occupational information, manpower, and placement opportunities on local, state, and national levels.

16. Establish criteria for accepting students into the program and provide data about these students to the staff, as inputs to instructional systems.

17. Establish graduation requirements.

*18. Develop and administer a grading system compatible with or convertible to the grading systems used by participating schools in the district.

19. Provide leadership in the establishment and functioning of advisory committees for all vocational areas including the recruitment of members, designing the purposes and format of the working relationships within each committee, and evaluating the effectiveness of the advisory groups.

20. Establish an organizational structure and represent this structure graphically on an organizational chart.

21. Conduct staff meetings, involve members in the discussion, and summarize results. Assure that all meetings contribute toward the achievement of school goals.

22. Attend county court, city council, and school board meetings in matters relating to vocational education.

23. Conduct continuous evaluation of the programs, students, and staff. Insure progress toward the planned program objectives through this evaluation and feedback mechanism.

24. Request services of State staff and consultants when needed.

25. Utilize State Department personnel when their expertise can assist in implementing the vocational program.

26. Assist in the development of new legislation to support vocational education.

27. Use business and industrial contacts to assess the effectiveness of the classroom instruction to the needs of the student-learner and to the needs of the prospective employer.

28. Supervise the development of the operating budget in line with approved program planning and established priorities; allow for flexibility due to price changes, enrollment changes and new products.

29. Direct preparation of long-range projections of needs for facilities, equipment and supplies and financing of existing and emerging vocational education programs.

30. Identify major sources of funds for the support of developmental and research programs and effective methods for their procurement.

31. Plan and direct staff meetings with specified objectives, interactive communications and measurable outcomes.

32. Determine and receive approval for the number of students that can be accomodated in each vocational area and in the total program.

II. OPERATIONAL MANAGEMENT

33. Identify the character, purposes, and importance of formal and informal organizational structures, and work within these structures to achieve programmatic goals.

34. Develop a system for routing printed materials, mail, information and supplies to staff.

35. Prepare reports of school activities for public information.

36. Analyze and solve daily operational problems; gather facts, ascertain causes, develop alternative courses of action.

37. Interpret, communicate, and administer federal, state, and local policies and regulations that govern and regulate the operation of a vocational program.

38. Develop and maintain up-to-date teacher and student handbooks and written operational procedures.

39. Serve as the liaison official between the vocational programs and participating schools.

40. Keep participating schools informed of activities of mutual interest and concern.

41. Develop and implement surveys as needed for data collection.

*42. Keep informed of and communicate special federal and state funding opportunities.

43. Utilize legal council for faculty and staff as needed.

*44. Establish a school calendar and school closing notice procedures.

45. Monitor the safety program.

46. Establish and monitor an instructional resource center for compiling and distributing instructional software and hardware.

47. Design and conduct research to measure the results of programs based upon student achievement. These measures should include consideration of both the effectiveness and the efficiency of the programs.

48. Develop a schedule of course offerings, and schedule staff and facilities for maximum program utilization. Identify and use consultants for such areas as curriculum development and review, research, and program evaluation.

49. Develop and administer a guidance program.

50. Establish and maintain a record keeping system for students, teachers, facilities, and equipment.

51. Establish a system for measuring student satisfaction, and the reasons why students drop out of vocational programs.

52. Establish a preventive maintenance program for equipment and facilities.

53. Schedule and oversee the community's use of the facilities.

54. Develop a system for handling discipline cases referred to the administration by the staff.

55. Utilize data processing services for research and school data.

III. INTERPRETATION OF LEGISLATION

56. Identify, interpret, and apply federal, state and local vocational educational legislation, regulations, and policies, as well as other relevant state and federal legislation (such as CETA).

57. Interpret and implement the state specifications for vocational education facilities.

58. Interpret state certification requirements for instructors.

59. Interpret and apply public "right to know" laws and regulations.

60. Interpret the legal responsibilities of vocational teachers.

61. Explain federal and state legislation to local educators and the community.

*62. Cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

*63. Prepare project proposals for funding based on State Board of Vocational-Technical and Adult education criteria.

64. Work with federal and state legislative members to further the cause of vocational education.

65. Interpret and apply transportation laws and regulations.

66. Interpret and apply legislation related to labor laws, licensing regulations and affirmative action regulations.

67. Provide guidance to the staff on legal matters affecting the school program.

68. Be informed of and comply with laws and regulations governing students' rights.

IV. SCHOOL-COMMUNITY RELATIONS

69. Plan a comprehensive program of school-community relations to reach both external (community) and internal (school) publics. Involve community representatives in this planning and development process.

70. Describe to vocational education staff members how they can improve their image by productively participating in community, civic, service and/or social organizations.

71. Identify ways of involving the staff in the community to build better public relations for vocational education.

72. Obtain informal feedback on the vocational program by helping your managers to establish contacts with individuals in the school and community.

73. Ascertain and evaluate public opinion about vocational programs through community surveys and other feedback mechanisms.

74. Establish a method for evaluating the degree to which the objectives of the community relations program have been met.

75. Make public presentations to school and community groups about the vocational program.

76. Coordinate the use of occupational (craft) advisory committees, as well as a general vocational advisory council. Establish a handbook explaining the role and function of each committee.

77. Publicize the establishment of the vocational advisory committees, their members, their functions, and the manner in which individuals may participate in these advisory committees.

78. Establish a term of membership and a system of replacing and rotating members of advisory committees.

79. Identify supportive community service groups. Assist these groups with their sponsored activities.

80. Hold membership in civic organizations; attend meetings; serve on community committees.

81. Conduct an open house to familiarize members of the school and the community with activities of the vocational program.

82. Write articles for the news media about noteworthy activities being conducted in the vocational program.

83. Provide brochures to acquaint the school and community with various aspects of the vocational program.

84. Work with different racial and ethnic groups to promote good relationships with all segments and special interest groups within the community.

*85. Recommend cooperative agreements with other agencies that may serve as bases for cooperative work-study programs.

86. Meet and confer with visitors. Establish a system for referring visitors to appropriate personnel and for conducting tours.

87. Contribute to studies, commissions, and investigations sponsored by professional organizations and governmental agencies.

V. FINANCES & FACILITIES

88. Determine, with selected staff members, the specific needs for adequate and appropriate facilities to operate the established and projected educational programs.

89. Review and approve (or submit to the Board for approval) recommendations for changes and alterations of the physical facilites to provide improvement or expansion of the instructional program.

90. Develop, with selected staff members, a plan to acquire the needed facilities to operate an effective and efficient educational program.

91. Plan vocational laboratory layouts to gain maximum benefits from available space; equip teaching stations to achieve the stated objectives for each program.

92. Review and approve recommendations for new and different types of equipment to keep the instructional program compatible with the needs of business and industry.

93. Arrange for additional vocational education facilities to accommodate expanded enrollments and technological advancements related to the vocational program.

94. Procure when available, surplus equipment, tools, and supplies from state and federal dispersal centers.

95. Recommend to the Board a program to provide regular inspections throughout the school, including instructional areas, to locate hazardous conditions and take those steps needed to correct unsafe conditions.

96. Develop and submit a security system to protect the school building and equipment from damage and theft.

97. Review and approve a system for receiving, storing and distributing all supplies and materials.

98. Develop and submit for approval a policy to regulate the use of the school building and facilities by outside groups and individuals.

99. Set the standards and supervise the quality of the housekeeping throughout the school and grounds.

100. Analyze the cost of operating each of the instructional programs.

101. Approve and administer an acceptable accounting system, providing for checks and balances and audits, for the control of all appropriated school monies in line with the approved state accounting manual.

102. Direct the development of a fiscal management procedure for acquiring operational funds through taxation, advance payments, vouchers and reimbursements. File reimbursement reports with the State Department of Education.

103. Direct the development of a program of investments and interest-bearing accounts for inactive funds.

104. Supervise the preparation of and submit periodic reports to the governing board and appropriate operating committees relative to the financial status of the school. Supervise the preparation of local, state and federal reports.

105. Review and approve a perpetual inventory system to accurately account for equipment, tools, supplies and materials.

106. Review and recommend the administrative details of the appropriate insurance programs carried by the school and the insurance program which will be offered to students as school insurance.

107. Develop and administer a system for approving travel expenses for members of the staff.

108. Review and recommend to the governing body a schedule of charges to be made for school-produced items and for services rendered.

109. Establish rates and provide for the collection of student fees.

110. Develop, administer and communicate a procedure for establishing priorities for the use of funds and other available resources.

111. Determine the appropriate criteria for writing specifications for the purchase of equipment, tools and supplies in accordance with the school code.

112. Keep informed of and comply with the regulations regarding the use of bids in the purchase of equipment, supplies and services.

113. Review and submit for approval specifications for the purchase of equipment, tools and supplies.

114. Review and submit for approval appropriate recommendations to the authorized purchasing agent for purchase.

115. Direct the preparation of materials for and promotion of passage of bond issues affecting the vocational education programs.

116. Establish a vehicle maintenance program.

VI. PERSONNEL MANAGEMENT

117. Develop an organizational structure and chart to show the relationship of each individual to the organization as a whole.

118. Establish an effective "chain of command" with a responsible supervisor at each level.

119. Identify the strengths and weaknesses of each staff member. Assign tasks appropriately and provide helping supervision to overcome weaknesses.

120. Balance work loads and equalize assignments of staff members through effective scheduling.

121. Keep staff members clearly informed as to what is expected of them. Use MBO (Management by Objectives) or other appropriate goal setting and accountability mechanisms.

122. Assist staff members in defining goals, tasks and purposes of new programs as well as developing new approaches to instruction.

123. Identify factors which provide staff members with job satisfaction and/or job dissatisfaction.

124. Incorporate diverse points of view on decision-making regarding controversial issues. Explain your decisions to staff members with the appropriate rationale.

125. Secure assistance from the staff in solving operational program problems. Give due credit to staff members for problem resolution.

126. Maintain staff morale by providing open channels to address issues of concern.

127. Inform staff members of accepted methods for resolving staff grievances.

128. Develop, maintain and promote good human relationships in all dealings with the staff and student body. Hold inviolate personal, business and political information.

*129. Determine the number of professional and non-professional support personnel required for the efficient and economical operation of the school.

130. Develop job descriptions for positions, determine sources of applicants and implement a system for the recruitment, screening, interviewing and selection of personnel. Evaluate candidates considering such factors as background, skills, capabilities, philosophy and attitudes.

131. Provide staff orientation regarding the school's philosophy, programs, rules, regulations and working relationships with other personnel.

132. State the legal requirements for dismissal or failure to grant tenure to each staff member.

133. Maintain adequate documentation of personnel regarding job performance. Provide objective accounts and rationale for personnel decisions.

134. Inform individuals in danger of dismissal of the specific reasons for their lack of success. Offer clinical supervision to help staff members overcome their problems.

135. Recommend staff promotions and/or dismissals.

136. Develop a system for checking that all faculty and staff personnel hold valid and appropriate state certification.

137. Develop and submit sound, fair and reasonable personnel policies, including fringe benefits.

138. Coordinate the development and implementation of an equitable and sound salary structure.

139. Administer and maintain a confidential personnel record system for all members of the staff.

140. Prepare and maintain a personnel handbook.

141. Prepare bulletins and other communications designed to keep the staff informed of program and personnel activities.

142. Schedule staff leaves, vacations and sabbaticals.

143. Conduct staff needs assessment for continuing professional development.

144. Design and implement an in-service program for beginning teachers. Develop a program for all staff members to develop optimal relationships in the teaching-learning process. Help each staff member conduct self-analyses to address his/her strengths and weaknesses.

145. Evaluate classroom instruction based on stated program goals and occupational performance standards.

146. Plan with staff members for their continued professional development through specific academic and non-academic experiences.

147. Encourage staff members to pursue academic and work experience to develop or update skills.

148. Inform faculty of current literature, research and instructional materials appropriate to their areas.

149. Develop, maintain and promote an active and professional relationship with state, county and local educators.

150. Encourage staff members to maintain membership and participate in the activities of related professional organizations.

151. Establish and maintain a staff learning resource center.

152. Foster a climate of interdisciplinary effort to provide broad-based experiences for students.

153. Work closely with teacher education institutions in developing effective programs at the pre-service and in-service levels.

154. Assist supervising teachers in interpreting policies and regulations to student teachers.

VIII. PUPIL PERSONNEL

*155. Develop a system of assessing and reporting information of student characteristics needed for individualizing the instructional program.

156. Develop and approve policies and procedures for the selection, orientation and registration of new students.

157. Develop and maintain a student handbook.

158. Promote the development of student vocational clubs and the integration of the activities of these clubs into the instructional program.

*159. Approve and provide leadership for a program of student government.

160. Provide leadership for the development of a comprehensive guidance program that provides personal, educational and occupational testing and counseling, placement services and follow-up student data.

161. Work with participating schools to maintain comprehensive student personnel records, including legally acceptable attendance records.

162. Provide medical service and insurance programs for students.

163. Arrange for student loan, grant and scholarship programs.

VIII. PROFESSIONAL ROLE AND DEVELOPMENT

164. Develop cooperative problem-solving and decision-making skills.

165. Obtain background information concerning controversial issues that require decisions. Make decisions and justify the position taken.

166. Apply MBO (Management by Objectives) techniques to personal work assignments.

167. Promote a professional image through personal appearance and conduct.

168. Maintain ethical standards expected of a professional educator.

169. Demonstrate an acceptable level of personal scholarship and a continuing interest in professional development.

170 Participate in professional meetings and organizations. Serve on professional committees and attend local, state, regional and national conferences.

171. Publish professional articles and reports.

172. Maintain currency in the field through professional readings.

173. Possess a knowledge of the structure of occupations, occupational sociology, industrial relations and industry for planning and implementing vocational programs.

174. Participate in the development of vocational legislation and state plans for vocational education.

175. Cooperate with fellow administrators in educational planning and decision making.

176. Develop program evaluation models incorporating data from students, staff, administrators and outside agencies.

177. Select and use appropriate research designs to solve educational problems and provide data for decision making.

178. Acquire research skills to perform such research as the correlation of manpower needs, student interest and cost-analysis for program planning.

179. Interpret research and statistics. Develop reports using graphs, charts and analytical summaries.

180. Work closely with teacher education institutions in developing effective programs at the pre-service and in-service levels.

IX. NO CONSENSUS ON IMPORTANCE

181. Adapt existing instructional programs to provide occupational preparation for students with special needs. Design new programs for special needs populations with unique needs.

182. Design a feedback and follow-up system to provide student evaluation data to the instructional staff.

* No consensus on categorical placement; item remains in category to which it was originally assigned. Further study is indicated.

APPENDIX A

Criterion Table for Consensus

CRITERION TABLE FOR CONSENSUS DECISION-MAKING

	Strong Agreement		Weak Agreement	
N	Number in Agreement	Probability Level	Number in Agreement	Probability Level
5	5	.03	4	.15
6	6	.01	5	.09
7	6	.05	5	.16
8	7	.03	6	.10
9	7	.07	6	.16
10	8	.04	7	.11
11	8	.08	7	.16
12	9	.05	8	.12
13	9	.08	8	.15
14	10	.06	9	.12
15	11	.04	10	.09
16	11	.06	10	.12
17	12	.04	11	.09
18	12	.07	11	.12
19	13	.05	12	.09
20	13	.07	12	.12
21	15	.04	14	.09
22	15	.07	14	.14
23	16	.05	15	.10
24	16	.07	15	.15
25	17	.05	16	.11
26	17	.08	16	.16
27	18	.06	17	.12
28	19	.04	18	.09
29	19	.07	18	.13
30	20	.05	19	.10
31	20	.07	19	.14
32	21	.05	20	.11
33	21	.08	20	.15
34	22	.06	21	.11
35	23	.04	22	.09

APPENDIX B

Participants

PARTICIPANTS IN THE VOCATIONAL ADMINISTRATORS COMPETENCY VALIDATION MAY 23, 1977

Paul J. Sullivan
Blackstone Valley Regional
Vocational Technical School

Joseph Prioli
Brockton Public Schools

John Ryan
Brookline Public Schools

Raymond Potter
Essex Agricultural and
Technical Institute

Louis Gleason
Greater Lawrence Regional
Vocational Technical School

Sheila McMaster
Greater Lowell Regional
Vocational Technical School

James Pelley
Lynn Vocational and
Technical Institute

Alfred Johnson
Medford Vocational Technical
High School

Ron Fitzgerald
Minuteman Regional
Vocational Technical School

Tom Lafionatis
Nashoba Valley Regional
Vocational Technical School

John Connolly
Northeast Metropolitan Regional
Vocational Technical School

Ruth Shea
Henry O. Peabody Vocational
High School

Lawrence Babin
Quincy Vocational Technical School

Eugene Kirby
South Middlesex Regional
Vocational Technical School

Don Graves
Southeastern Regional Vocational
Technical School

John Collins
Weymouth Vocational Technical
High School

Dan Malis
Newton Public Schools

Donald MacDonald
Whittier Regional Vocational
Technical School

Robert Butler
Worcester Public Schools

Guy Tardanico
Stoughton Public Schools

Ed Francis
Watertown Public Schools

PARTICIPANTS IN THE VOCATIONAL MANAGERS COMPETENCY VALIDATION, MAY 26, 1977

Frank Prusik
Arlington High School

Jim Caridonio
Blackstone Valley Regional Vocational Technical School

Fred Hodnett
Brockton High School

Joe Tarantino
Brookline Public Schools

Dave McLoughlin
Cambridge School Department

Richard Floyd
Essex Agricultural and Technical Institute

Phillip Aiesi
Greater Lawrence Regional Vocational Technical School

Emanuel Manolopoulos
Greater Lowell Regional Vocational Technical School

Al Malagrifa
Lynn Vocational Technical School

Arthur Hayes
Medford Vocational Technical School

Spencer Whitney
Minuteman Regional Vocational Technical School

Charlie Day
Newton North High School

Al Chouinard
Montachusett Regional Vocational Technical School

Lou Sardella
Northeast Metropolitan Regional Vocational Technical School

Bill Maher
Henry O. Peabody Vocational High School

Richard Haines
Quincy Vocational Technical School

Anthony Bazzinotti
Shawsheen Valley Regional Vocational Technical School

Paul Bento
South Middlesex Regional Vocational Technical School

Robert Stenberg
Weymouth Vocational Technical High School

George Korn
Whittier Regional Vocational Technical High School

John Keppel
Stoughton Public Schools

James Barry
Watertown Public Schools

PROFILE OF TEACHER PARTICIPANTS: N = 53

Vocational subject area of teaching:
- Trade and Industrial - 50
- Home Economics - 2
- Technical Education - 4
- Culinary Arts/Food Trades - 1
  - (Some teach in more than one area)

Type of teaching program:
- Post-secondary - 10
- Secondary Regional Vocational Technical School - 32
- Vocational Program in Comprehensive School System - 13
- Junior High Industrial Arts - 1
- Prison Education - 1
  - (Some teach in more than one program)

Grade levels taught:
- Post-secondary - 21
- 12th - 43
- 11th - 45
- 10th - 37
- 9th - 35
- 8th - 2
- 7th - 1
  - (Most teach at more than one level)

Current educational level:
- Have B.S. or B.A., taking graduate courses - 1
- Enrolled in B.S. or B.A. program - 52

Years of teaching experience completed:
- 2 to 4 - 37
- 5 to 7 - 8
- more than 7 - 8

Years of full-time experience in a trade or occupation prior to starting to teach:
- 7 to 10 - 10
- more than 10 - 43

Age:
- 26 to 35 - 17
- 36 to 45 - 18
- 46 to 55 - 16
- over 55 - 2

APPENDIX C

Letters to Participants

Boston University

School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Department of Business and Career Education

For the past six months, our Department has been working with the Division of Occupational Education, Massachusetts State Department of Education, to help identify the competencies needed by vocational teachers, middle managers, and administrators for successful performance on the job. This research was based upon other competency-based vocational teacher education studies conducted over the past ten years. The final report of the first phase of this study has been completed and submitted.

The second phase of this study is now being conducted, to validate the competencies identified. It is essential that expert practitioners, such as yourself, look at and review these competencies to determine whether they really are the skills needed for successful job performance. Furthermore, such a validation conducted within our State will help determine how applicable similar work conducted in other States is to Massachusetts.

To this end, I solicit your help. Both your school and you personally have been recommended by John McDonagh at the Division, and Larry Ovian at Fitchburg State College to assist with this process. I would hope that you might find one day to work as part of a team of top vocational administrators, to review these competency statements at a meeting to be conducted on the Boston University campus sometime in May. The project will provide a group luncheon, and reimburse travel and other out-of-pocket expenses.

In reviewing the competencies at the middle management level, I hope that you might recommend another individual from your vocational program who could help with this task. This might be a department chairman, curriculum coordinator, cooperative education coordinator, director of guidance, director of special education, or other administrator or coordinator at less than the assistant director level. I hope to bring together this team of individuals on a separate day to review the competencies established for that level. Once again, travel and other expenses will be reimbursed by the project.

I will call you within the next several days to determine whether you and a

Page 2

middle manager from your school district will be able to participate. I sincerely hope you will be able to join with us, and thank you in advance for your efforts.

Sincerely yours,

Harold S. Resnick
Associate Professor and
   Project Director

jmg

cc Mr. John McDonagh
   Dr. Lawrence Ovian

Boston University

School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Department of Business and Career Education

May 11, 1977

Thank you for your willingness to participate in our vocational administration competency validation project on Monday, May 23, 1977.

Enclosed you will find the following materials:

Directions to Boston University and agenda
List of participants
Parking pass
Travel reimbursement form

The day will begin at 9:00 a.m. in Room 322 of the George Sherman Union Building. If you have any questions, please call me at 353-3262. I look forward to seeing you.

Sincerely yours,

Harold S. Resnick
Associate Professor

sgl
Enclosures

DIRECTIONS

To parking at Boston University's Warren Towers Garage, 700 Commonwealth Avenue:

If coming from west of Boston, take the Massachusetts Pike to the Cambridge-Allston exit. After leaving the toll booth, bear right with signs saying to Cambridge. Go about a block to lights and turn right at Coke plant onto Storrow Drive. Get off at the Kenmore Square exit and follow signs to Kenmore Square. Bear right onto Commonwealth Avenue; take second left to get to Warren Towers. Enter garage from side street; give parking ticket to attendant.

If coming from north of Boston on routes 1, 93, or 95, go into Boston to the Southeast Expressway, turn right onto it, and go to the Storrow Drive exit. Get on Storrow Drive, go west along the river to the Kenmore Square exit. Follow the signs to Kenmore Square and proceed as above.

If coming from south of Boston, take route 3 to the Southeast Expressway in Boston. Get off at the Storrow Drive exit and proceed as above.

To Meeting Place:

Leave parking garage and turn left onto Commonwealth Avenue, heading west. Cross the street and go past the Marsh Chapel and a few other buildings until you get to the George Sherman Student Union Building, about five stories high, and gray with some red vertical stripes. We will meet in room 322 of this building.

THE AGENDA

9:00 to 9:30 a.m. - coffee and orientation
9:30 to 12:30 p.m. - first working session
12:30 to 1:30 p.m. - lunch
1:30 to 3:30 p.m. - second working session

Boston University

School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Department of Business and Career Education

June 1, 1977

Thank you for taking a day from your busy end-of-the year schedule to meet at Boston University and help conduct the content validation of the competencies needed by vocational administrators. We found the day to be stimulating and rewarding, and know that the study will be much improved because of your input.

The results of the input from May 23 will be included in the final report, which will be submitted to the Division of Occupational Education, Massachusetts State Department of Education in early Fall. We anticipate that the report will be made available by the Division. Several copies will also be submitted to the ERIC system so they may be used by professionals across the nation. As an additional service, the Department of Business and Career Education at Boston University will publish excerpts from the report which will be made available to the profession on a "cost of reproduction" basis. When this list is available a copy will be sent to you. You will also receive a report of the results of the validation procedure in which you participated.

We hope that the report of this study will be used by interested individuals and groups in the Commonwealth who are designing vocational education leadership programs. While Boston University is not currently engaged in such a design or program, we would be pleased to contribute to such an effort in a professionally meaningful way.

We wish you a personally enjoyable summer, and look forward to working with you in the years ahead for the betterment of vocational education in the Commonwealth.

Sincerely yours,

Harold S. Resnick
Associate Professor and Project Director

Shirley Carmody
Research Assistant

ls

cc: Mr. John McDonagh
Dr. Lawrence Ovian

APPENDIX D

Sample of Instrument and Definitions of Functional Groupings (Categories)

COMPETENCY LIST FOR ADMINISTRATORS IN VOCATIONAL EDUCATION

COMPETENCY	IMPORTANT		PROGRAM ADMINISTRATION	OPERATIONAL MANAGEMENT	INTERPRETATION OF LEGISLATION	SCHOOL - COMMUNITY RELATIONS	FINANCES & FACILITIES	STAFF PERSONNEL	STUDENT PERSONNEL	PROFESSIONAL ROLE & DEVEL.
	NO	YES								
1. Develop a philosophy of vocational education for the school district to provide programmatic direction. Include goals, purposes, objectives, and the integration of the vocational program with general education.										
3. Inform other educators and the general public of the vocational program: its purpose and delivery systems.										
5. Work with local, state, and federal agencies in determining the occupations for which training is to be offered, and in developing local programs.										
7. Provide leadership among the vocational faculty for the development of curriculum and instructional guides. Curriculum should be based upon occupational task analyses. Courses of study should include performance objectives.										
9. Establish and administer standards for program and faculty review and evaluation. Assess the quality of instruction.										
11. Coordinate the activities of the vocational programs in the district so that each component has a relationship to the entire program.										
13. Adapt existing instructional programs to provide occupational preparation for students with special needs. Design new programs for special needs populations with unique needs.										
15. Design and administer a safety program that will meet legal requirements and safety standards for optimal utilization of equipment.										
17. Assist in the adoption of text and reference books.										

DEFINITIONS OF FUNCTIONAL GROUPINGS (CLUSTERS)

Teachers

1. PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION - Those facets of teaching which focus on research, design, implementation, and evaluation of the instructional programs. Included are the tailoring of programs to community and student needs, and integration of trends in employment and education with input from advisory committees, current literature, and state laws.

2. PLANNING OF INSTRUCTION - Those aspects of teaching which relate to the organization and sequencing of curriculum in ways in which best meet program goals. Included are the scheduling of instructional units, establishment of performance objectives and selection of instructional materials and strategies.

3. EXECUTION OF INSTRUCTION - All aspects of the act of teaching in the classroom or laboratory. Included are methods and strategies for providing learning experiences to students.

4. EVALUATION OF INSTRUCTION - The various means of assessing the results of the teaching process. Included are methods by which student achievement may be measured and analyzed.

5. MANAGEMENT - Those functions of a teacher's role which call for the establishment and maintenance of systems for dealing with facilities, materials, expenditures, and records. Included are such items as budgeting, legal requirements, and inventorying.

6. GUIDANCE - Those elements which are concerned with assisting students in personal, educational, and occupational self-assessment and selection. Included are techniques for obtaining relevant student data, record-keeping, and supportive measures.

7. SCHOOL COMMUNITY RELATIONS - The planning and implementation of a public relations program within the community aimed at publicizing the school and eliciting the good will and cooperation of the community. Activities include the establishment and use of advisory committees and liaison with supportive local organizations and institutions.

8. STUDENT VOCATIONAL ORGANIZATIONS - Organizing, maintaining and supervising student vocational organizations for the particular subject area.

9. COORDINATION - Those facets of the teacher's role which relate to the development and coordination of on-the-job training through work-study and cooperative education. Coordination of these experiences with in-school programs. Included are criteria for judging the quality of work sites, employer negotiations, and assessment of student progress.

10. PROFESSIONAL ROLE AND DEVELOPMENT - The establishment, maintenance, and growth of personal professional standards and skills. Included are such areas as research, publications, and professional associations with individuals and groups.

DEFINITIONS OF FUNCTIONAL GROUPINGS (CLUSTERS)

Middle Management

1. PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION - Those facets of middle management which focus on research, design, implementation, and evaluation of the instructional programs. Included are the tailoring of programs to community and student needs, and integration of trends in employment and education with input from advisory committees, current literature, and state laws.

2. OPERATIONAL MANAGEMENT - Those aspects of management that relate to the day-to-day maintenance of administrative systems. Included are such activities as sharing information, coordinating meetings, maintaining records, and developing procedures, policies and programs essential to the functioning of the organization.

3. STAFF PERSONNEL - Those elements which deal with the supervision of employees within the school system. Included are such items as policy-making, communications, record-keeping, evaluation, and maintenance of morale.

4. STUDENT PERSONNEL AND GUIDANCE - The development and implementation of systems for providing non-instructional student services. Included are establishment of policies and procedures governing new students, student organizations, insurance and loan programs, techniques for obtaining student data, record-keeping, and supportive measures. Assistance with personal, educational, and occupational self-assessment and selection is also included.

5. SCHOOL COMMUNITY RELATIONS - The planning and implementation of a public relations program within the community aimed at publicizing the school and eliciting the good will and cooperation of the community. Activities include the establishment and use of advisory committees and liaison with supportive local organizations and institutions.

6. PROFESSIONAL ROLE AND DEVELOPMENT - The establishment, maintenance, and growth of personal professional standards and skills. Included are such areas as research, publications, and professional associations with individuals and groups.

DEFINITIONS OF FUNCTIONAL GROUPINGS (CLUSTERS)

Administrators

1. PROGRAM ADMINISTRATION - The design, development, and implementation of the major organizational and programmatic components of the school. Included are such facets as establishing program philosophy and goals; conducting long-range planning; and developing and administering supportive systems and programs.

2. OPERATIONAL MANAGEMENT - Those aspects of management that relate to day-day maintenance of administrative systems. Included are such activities as sharing information, coordinating meetings, maintaining records, and developing procedures, policies, and programs essential to the functioning of the organization.

3. INTERPRETATION OF LEGISLATION - Implementing legal regulations and requirements which apply to vocational programs and/or schools. Also included are establishment and maintenance of contact with state and federal agencies.

4. SCHOOL COMMUNITY RELATIONS - The planning and implementation of a public relations program within the community aimed at publicizing the school and eliciting the good will and cooperation of the community. Activities include the establishment and use of advisory committees, and liaison with supportive local organizations and institutions.

5. FINANCES AND FACILITIES - The determination, procurement, and maintenance of the physical plant, equipment and supplies; establishment of systems of accounting, budgeting, and fiscal management.

6. STAFF PERSONNEL - Those elements which deal with the supervision of employees within the school system. Included are such items as policy-making, communications, record-keeping, evaluation, and maintenance of morale.

7. STUDENT PERSONNEL - The development and implementation of systems for providing non-instructional student services. Included are such factors as policy and procedures governing new students, student organizations, insurance and loan programs.

8. PROFESSIONAL ROLE AND DEVELOPMENT - The establishment, maintenance, and growth of personal professional standards and skills. Included are such areas as research, publications, and professional associations with individuals and groups.

For information: Dr. David C. Gardner
Chairperson
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